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BULLETIN

STATE TEACHERS COLLEGE

FREDERICKSBURG, VIRGINIA

SUMMER QUARTER, 1929

For Men and Women

First Term: June 10 - July 19
Second Term: July 20 - August 23

CORINTHIAN COLUMNS—MONROE HALL

STATE TEACHERS COLLEGE

FREDERICKSBURG, VIRGINIA

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FOR MEN AND WOMEN

JUNE 10 TO AUGUST 23 INCLUSIVE

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"An educated man is a sort of spiritual knight who goes out upon his adventures to carry the torch that has been put into his hands so that other men may have the path illuminated for them that leads to truth, justice, and liberty. A man proves his right to the title of being educated by being the friend of mankind, a helper to the human race, a light in the midst of darkness."

Woodrow Wilson

"The standards which teachers are required to maintain are continually rising. Their work takes on a new dignity. It is rising above a calling, above a profession, into the realms of an art. It must be dignified by technical training, ennobled by character, and sanctified by faith. It is not too much to say that the need of civilization is the need of teachers."

Calvin Coolidge

SUMMER SCHOOL CALENDAR

June 10, Monday—First term begins (Registration)

June 11, Tuesday—Recitations begin

June 19, Friday—First term closes

July 20, Saturday—Second term begins (Registrations and recitations)

August 23, Friday—Second term closes

Students should bear in mind that work must begin promptly as scheduled above. Since even a day's loss is a serious matter and may prevent students securing credit for work taken, they are urged to register and report to classes at the scheduled time.

All students are expected to remain through commencement exercises which will be held Friday evening, August 23rd.

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B.S., State Teachers College, Fredericksburg; graduate student Teachers College, Columbia University.

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B.S., State Teachers College, Farmville.

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B.S., State Teachers College, Fredericksburg; graduate student, Teachers College, Columbia University.

State Teachers College

Fredericksburg, Virginia

PROGRAM OF SUMMER SCHOOL EVENTS

In order that a student may receive a well-rounded education it is necessary that he be offered opportunities for entertainment, recreation, and a general broadening of his intellectual life in addition to certain definite courses of instruction. This fact has been taken into consideration in making up the program of summer school events.

Devotional Exercises.—Immediately after dinner each evening the students, through the Y. W. C. A., conduct brief devotional exercises.

Abundant opportunities are offered to engage in religious services of various kinds. Cordial invitations are extended by all the churches in Fredericksburg to the students to attend their services.

Assembly.—A weekly assembly is held in the auditorium or the open-air theatre. All students are expected to attend these exercises. The program includes addresses by prominent ministers, educators, State officials, journalists, social workers, etc. The college Dramatic Club, Music Club, and Physical Education Department will co-operate in furnishing a variety of entertainment.

Reception.—Reception to students by President and Faculty, June 14th.

Musical Events.—Band concerts, violin concert, concert by Ollin Rogers, the famous tenor; the Varsity Quartette of Boston.

Choral Club.—The Music Director will organize a Choral Club with voluntary attendance, thus providing a splendid opportunity for practice in group singing and giving training in organizing and conducting mass singing in the schools.

Moving Pictures.—The college owns a moving picture machine, and by special arrangement with a local theatre, a number of recreational and educational pictures are exhibited at a very small cost.

Historic Tours.—Tours will be arranged at intervals during the summer quarter which will give the students opportunity to

visit nearby battlefields and points of historic interest in and around Fredericksburg.

Golf.—A splendid nine-hole golf course adjoining the college campus is available for use of the students and faculty at a nominal cost.

Outdoor Games.—The athletic field, running track, and tennis courts provide ample opportunity for outdoor games and plays.

Outings.—The ideal location of the college, with nearby hills, woods, streams, and bathing beaches provides splendid opportunities for hikes, picnics, and outings.

GENERAL INFORMATION

Purpose

The chief differences between the summer quarter and the winter session are that the summer quarter is open to men on equal terms with women and that the courses are arranged to meet the needs of teachers in service as well as those students who have not yet completed their college work and wish to continue study through the summer.

The nature of the special courses offered is evidence that the college has distinctly in mind that large body of teachers in actual service who wish to continue improving themselves and realize that the best way to do so is to spend an occasional summer in study.

In addition to offering the general courses for all teachers, the Teachers College at Fredericksburg places special emphasis upon the training of teachers of commercial subjects, physical education, and music.

This institution has sought at all times to keep fully abreast of the progress in education, but in keeping up with the new it is aware of the importance of the fundamentals upon which all education of a formal character is based. It attempts to conform in general to the standards of liberal arts colleges particularly with reference to admission requirements, preparation of faculty, adequacy of equipment, and the quality of work done, the chief difference being that this college endeavors to vitalize and professionalize all instruction.

This college has never been better equipped for serving the State than it is at present. Its doors are ever open to young people who desire to prepare themselves for the great profession of teaching and at the same time secure what might be termed a liberal education.

Location

The college campus comprising sixty-five acres is situated on the famous Marye's Heights overlooking the city of Fredericks-

burg, and commanding a panoramic view never to be forgotten. Beautiful groves, lovely valleys, and vine-clad slopes conspire to make it one of the most delightful and alluring campuses in the South.

This college is strategically and ideally located in the heart of one of the most historic sections of America, accessible to Washington, Richmond, Alexandria, Mount Vernon, Wakefield, and numerous other points of interest and note. On the heights now occupied by the campus was fought one of the fiercest battles of the Civil War.

Fredericksburg and vicinity have been prominently associated with every important period of American history from the earliest colonial days until the present. Here was the boyhood home of George Washington and the home and burial place of his mother. Fredericksburg was also the home of Fielding Lewis, Hugh Mercer, John Paul Jones, James Monroe, Matthew Fontaine Maury, and many other famous characters too numerous to mention.

Here the old and the new are happily blended into a progressive and interesting community of approximately 10,000 people. The city is dotted by historic shrines and crowned by a halo of golden memories capable of inspiring all who enter its gates.

Battlefield Park

The United States Congress recently passed a bill carrying an initial appropriation for the establishment of a battlefield park in the Fredericksburg area and for suitably marking its battlefields—Chancellorsville, Wilderness, Spotsylvania Court House, Salem Church, and Fredericksburg. This park was formally dedicated on October 19, 1928, by President Coolidge.

TRANSPORTATION

Railroads

The railroad companies will grant reduced rates, on the identification certificate plan, to students attending the summer school for either the first or second term. Identification certificates will be sent out to all registered students a week before the opening dates of the first and second terms respectively. Students living on the Eastern Shore should purchase one fare tickets to Old Point or Norfolk and use the identification certificate for round trip ticket from either of these points to Fredericksburg and return. All students who can possibly do so are urged to use the identification certificate for attendance by rail travel, since they are sold at one and a half fare, and considerable financial saving will thus be effected.

Round trip week-end tickets to Richmond ($2.60) and to Washington ($2.40) and intermediate points were sold to the

college students last session by the R. F. & P. R. R. Co., and if the business justifies it the railroad company assures the college that this policy will be continued for the 1929-30 session and the 1929 summer school. This college is nearer each of these capitols than any other college for women in the State, and the low rate offered gives opportunity to the students to visit these points at small cost or to make week-end visits to intermediate points at correspondingly reduced rates.

Several railroads center here—the Richmond, Fredericksburg and Potomac, the Virginia Central, the Seaboard Air Line, and the Atlantic Coast Line.

There are about fourteen trains arriving in Fredericksburg over these lines from Richmond and a like number from Washington every day. These trains make connection at Richmond and Washington for all points, at Alexandria for all points on the Southern Railroad, and at Doswell for all points on the Chesapeake & Ohio Railroad. The Virginia Central has one train a day to and from Orange Court House, where connection is made with the Southern and C. & O.

State Highways and Bus Lines

Fredericksburg is the center of comfortable bus service over the State highways radiating from this bus service center in all directions. These lines are as follows:

Fredericksburg—Warsaw.
Fredericksburg—Culpepper.
Fredericksburg—Orange.
Fredericksburg—Washington.
Fredericksburg—Richmond.
Fredericksburg—Center Cross.

At least one bus trip is provided daily between these bus termini, and nine daily trips each way are scheduled on the Richmond-Fredericksburg-Washington lines.

The great Quebec-Miami International Highway, which has been completed at a cost of many millions of dollars, passes through Fredericksburg. This city is connected with the capitals both of the State and of the Nation, not only by the best railway line in the State, but also by this beautiful driveway. Tourists visit here in greater numbers than ever before since the opening of this concrete highway.

BUILDINGS AND EQUIPMENT

Buildings

The main buildings of the college are Frances Willard Hall, Virginia Hall, Betty Lewis Hall, Monroe Hall, Student Service

Building, Chandler Hall, central power and laundry building, President's home, and faculty homes.

Frances Willard Hall is the largest single dormitory and contains rooms to accommodate 160 students. The kitchen, serving room and dining room occupy almost the entire first floor. The college infirmary is located in a section of the second floor. In the basement are the College Tea Room, the carpenter shop, and storage space for dining room supplies.

Virginia Hall contains rooms to accommodate 110 students. On the first floor are the offices of the President, Dean of Instruction, the Registrar, Treasurer, Student Activity Rooms, the Book and Supply Room, Club Room, Faculty and Board Room, Post Office and the Library. With the exception of the office of the Dean of Women which is located on the second floor, the second and third floors are used exclusively for students.

Betty Lewis Hall is a comparatively new dormitory and is used exclusively for students, accommodating 110.

Monroe Hall contains classrooms in which are housed the various departments of instruction. This building also has study rooms for day students. In the basement is the Gymnasium. An auditorium with a seating capacity of 900 is located on the second floor. A new heating system has been installed in this building.

Chandler Hall, the new training school building dedicated to the memory of the late President of the College, Mr. A. B. Chandler, Jr., was available for the session 1928-29 for the first time. This building is conveniently located on the campus and is fully equipped and modern in all of its appointments. It provides the best facilities for teacher-training both through observation and demonstration lessons and through extended teaching by the students in training. This includes every grade of work from the first year elementary through high school. Lesson-plans are required of the student-teachers, conferences are held, criticisms given and standard educational tests applied to the teaching results. Students are also familiarized with the practical use of scientific methods of grouping and classifying pupils so as to permit the maximum progress on the part of each.

A standard swimming pool was completed in 1928. This pool is the first unit of the Student Service Building and is modern in every respect—commodious, tile lined, terrazza floors, splash trough, showers, electric dryers, dressing rooms, director's office, spectators' gallery, supply and storage room, chlorination, filtration and heating plants. The pool is available to all students for recreational and instructional purposes. It is under the direct supervision of the Physical Education Department and instructors or life guards are on duty at all times the pool is open.

The Central Power and Laundry building contains the central

heating plant, the hydraulic and electric machinery and coal storage bin. The entire second floor is occupied by the laundry, to which has been added recently considerable additional equipment.

The open-air theatre is one of the loveliest and most attractive spots on the campus during the spring, summer, and early fall. It is built of reinforced concrete, with ample stage and dressing rooms, and located as it is in a natural amphitheatre in a beautiful grove, is shaded at all times. The Coffer-Miller Players said of it: "One of the most beautiful spots in which we have played, and the only open-air theatre in which the acoustics are perfect." Students use this theatre for amateur performances and the college uses it for the June and summer quarter commencements, and on other special occasions.

The President's home was built soon after the college was established and is located on one of the most beautiful sites on the campus.

Equipment

Laboratories.—The equipment in each department is up-to-date and sufficiently complete to insure the highest grade of work.

Library.—The library is selected to meet the requirements of a modern educational institution. A trained librarian and student assistants are constantly in attendance to render assistance to students in their reading and reference work. New volumes and reference material are added as needed.

A branch library is also maintained in the training school which affords a wide range of reading and study material for both pupils and supervisors in this institution.

Tea Room.—A tea room sponsored by the Home Economics department is located in the rear basement of Willard Hall and is a very popular resort for both students and faculty.

New Water System.—Through a 100,000 bond issue the City of Fredericksburg has recently constructed a new water system, including concreting the reservoir, a filtration plant, and new and enlarged water mains, thus making available a bountiful supply of clear and chemically pure water at all times. Water for the college is secured through special pipe lines connected with the City reservoir. These improvements are, therefore, enjoyed by the college and constitute a valuable asset.

RECREATIONAL FACILITIES

This is a delightful place to spend the summer. The social and recreational facilities are unexcelled—spacious campus, beautiful groves, athletic field, tennis courts, gymnasium, open-air theatre, swimming pool, available golf links, receptions, tours, entertain-

ments, delightful home life—everything possible is done to insure the contentment and happiness of the student group.

This college believes that every person who attends the summer session should, if possible, use some of his time to become acquainted with the region in which the college is located. Accordingly, provision will be made which will enable students in groups, accompanied by a member of the faculty, to make a number of trips at little or no expense.

Fredericksburg is the most historic city in America. The environment is both inspiring and romantic because of its colorful past and because of the peculiar blending of the life of early Colonial days with the life of today in a manner to be found nowhere else.

ADVANCED STANDARDS FOR TEACHERS

The steadily advancing standards for teachers in Virginia, together with better salaries, will mean the gradual elimination of inadequately trained teachers and a guarantee of permanency and professional advancement for those qualified by adequate training. All teachers serving on insufficient preparation are advised to secure their additional training now. They can do so in the summer school, at low cost, and without loss of teaching time.

TWELVE SALIENT REASONS FOR SELECTING THIS COLLEGE

1. High standard and professionalized courses.
2. Strong faculty.
3. Unusual library advantages.
4. Special effort to assist students in securing desirable positions.
5. The moderate cost of training in a State Teachers College puts a good education within the reach of practically every young woman willing to make the most of her opportunities. The total cost, due to State aid, is about one-third that of a privately endowed college.
6. Available student aid positions and loans.
7. Modern and well equipped dormitories. Every room is an outside room equipped with hot and cold water, single beds, and built-in closets.
8. Good and well balanced meals prepared under the direction of an expert dietitian.
9. Cool and delightful location; historic setting in an environment of culture and refinement.

10. Strategically situated, accessible to Washington, Richmond, Mt. Vernon, Alexandria, and other points of interest and importance.
11. Social and recreational facilities unsurpassed—tennis courts, athletic field, gymnasium, new and commodious swimming pool, open-air theatre, and available golf links.
12. Superior health record; college physician, trained nurse, and infirmary available to all students without extra cost.

STANDING OF GRADUATES

Graduates of this college are filling successfully responsible positions in the elementary and high schools of Virginia and in other states.

This institution is a standard A-class senior teachers college and a member of the American Association of Teachers Colleges. Its graduates are approved by all accrediting agencies for teachers colleges, and are eligible for the Collegiate Professional Certificate, the highest certificate issued by the State Board of Education.

The splendid records made by the graduates of this institution in some of the leading universities of the country constitute ample testimony of the thorough training offered here.

ACCOMMODATIONS

The college provides comfortable, furnished dormitory rooms for both men and women students.

One of the college dormitories will be reserved for the exclusive use of men students during the summer quarter, provided the enrollment justifies same. If not, certain quarters will be set aside for them.

Meals will be furnished for both men and women in the college dining hall at a reasonable rate.

EXPENSES FOR SUMMER QUARTER

Matriculation and fees	*First term*	*Second term*
Virginia students	$12.50	$12.50
Board, room, laundry	38.00	33.00

Note: All non-residents of Virginia and all Virginia students not promising to teach in Virginia pay an additional tuition fee of $5.00 per term.

The amounts listed above for board, room, and laundry cover meals, furnished room in a dormitory, bed linen, light and laundry. Each room contains two large clothes-closets and a lavatory with hot and cold water.

Students desiring to entertain visitors at meals should notify the Dean of Women in advance and purchase meal tickets at 25c each.

The dining room is under the direction of a trained dietitian.

WINTER SESSION 1929-30

Recent appropriations for capital outlay and maintenance, including a new $76,000 training school on the campus, insure an even more effective educational program than has been possible in the past. Such summer quarter students as can do so are urged to continue through the regular session.

ENTRANCE REQUIREMENTS

The college admits to its courses the following students:

1. Graduates of accredited public high schools.
2. Graduates of accredited private high schools.
3. Holders of First Grade or higher certificates.
4. Those who pass the State college entrance examinations.
5. Students transferring from other standard colleges.
6. Mature students over twenty years of age under certain conditions may be registered as special students.

NOTE: Holders of Elementary Certificates who are not graduates of accredited high schools but have taught successfully in the schools of the State for a number of years, and who wish to continue college programs leading to the Normal Professional Certificate or to a college degree, will be given credit for the high school units completed and will be enrolled as special students until the deficiencies in high school credits have been fully made up.

TRAINING SCHOOL

An enlarged training school program is being instituted this summer in the new and commodious training school building on the college campus. Provision is made for the following classes of students:

I. ELEMENTARY—Classes for primary, intermediate and grammar grade students will be provided for three types of students:

   1. *Opportunity Students*—Students who show special capabilities and would like to study in the summer with a view to conserving time and completing the elementary grades in less than the prescribed seven years.

2. *Regular Grade Students*—Students who would like an enriched course in the regular grade work for normal advancement through the grades.
3. *Irregular Students*—Students who because of loss of time, illness, or other conditions have failed to make their grades or have failed to pass one or more subjects in their grades.

A rich and varied program of activities is provided, including interesting projects, dramatics, and various forms of recreation which should prove a very interesting as well as profitable way for children to spend the summer months.

Open to children of the city of Fredericksburg, and Spotsylvania, Stafford, and other nearby counties, on a day student basis. Parents interested should communicate with Mr. C. A. Edwards, Principal College Heights Training School, Fredericksburg, Virginia.

II. High School Students—For the first time during the summer quarter the training school will be open for high school students. A special opportunity is afforded to the following classes of students wishing to do additional work in the high school:

1. Regular first, second, third, or fourth year high school students wishing to take the usual high school subjects to complete a half year's work in at least two or three subjects. These subjects are taken on an intensive basis, with additional time given to each, and one-half unit credit secured for each subject successfully passed during the summer quarter of three months.
2. *Special Students*—Provision will be made to take care of students who are conditional on one or two high school subjects in a given year or who wish to meet the specific requirements in given subjects for entrance to college.

The college is opening its dormitories to a limited number of high school boys and girls who live at too great distance from the training school to come as day students, but who wish to avail themselves of the opportunities offered in the training school during the summer quarter.

Students desiring to enter either as day students or as boarding students are advised to communicate as soon as possible with Mr. C. A. Edwards, Principal College Heights Training School, Fredericksburg, Virginia.

DAISY CHAIN PROCESSION

One of the Annual Features of the June Commencement

A VIEW THROUGH THE TREES

PROVISION FOR STUDENT TEACHING

The program as outlined under Training School Facilities above makes it possible for the college to give supervised teaching assignments to college students, in both elementary and high school grades, during the summer quarter. Students who desire teaching assignments for the summer quarter are requested to communicate with Mr. B. Y. Tyner, Dean of Instruction, in addition to filing the formal application blank for admission which is handled through the President's office.

DIRECTIONS FOR REGISTERING

You will find an application blank in the back of this catalogue. When this form has been filled in and returned, you will be registered and a room reserved for you. An additional form to secure information as the basis of your classification will be sent you after you have registered. The return of this simple form, properly filled in, completes all requirements.

A student's room reservation will be held only through registration days unless she notifies the college to hold same because of late entrance resulting from an emergency.

STUDENT DEPORTMENT

It is expected that teachers and prospective teachers will adhere to a high standard of conduct and will not need to be reminded constantly of detailed rules and regulations. Few formal or printed rules are, therefore, imposed upon students. The college authorities and members of the faculty rely upon the student's sense of honor and strive always to appeal to her better self. Those whose conduct is habitually inconsistent with this ideal are, *ipso facto,* outside of the organization and are quietly asked to withdraw. Those who know themselves to be incapable of lofty self direction should not seek to enter the teaching profession.

MISCELLANEOUS NOTES

Before checking your trunk mark it plainly with your name and address—State Teachers College, Fredericksburg, Virginia.

The school bus in charge of a reliable driver will meet as many trains as practicable just prior to the opening of the first and second terms of the summer session. If you cannot locate the bus when you arrive at Fredericksburg station take a taxi to the college. The charge is 25c.

Report immediately to the Dean of Women, room 207, second floor, Virginia Hall, on arrival at the college. She will assign you to your room. Also turn over to her your trunk check and 35c for drayage and she will see that your trunk is delivered promptly. Trunks that are sent by express should come prepaid.

Full instructions in regard to registration, assignment of classes, etc., will be posted in the halls. You will receive a printed schedule of classes when you matriculate.

COURSES OFFERED

The college offers all three quarters of the first year, all three quarters of the second year—both on the quarter basis (eleven weeks), and the work of the third and fourth years on the term basis (six weeks). A large number of such term courses are offered.

Appeal is made in these courses to the following classes of students:

High school graduates.
Holders of First Grade Certificates.
Holders of Elementary Certificates.
Holders of Normal Professional Certificates.
Holders of Special Certificates.
Holders of Collegiate Certificates.
Teachers desiring special courses, with or without credit, in their field of work.
Those desiring to renew certificates.

Holders of the Collegiate Certificate may take the education courses required for the Collegiate Professional Certificate. Advanced students working toward a degree take courses on the term basis and may earn three or four college-hour credits each term or from six to eight college-hour credits during the quarter. Those taking work for renewal of certificates may complete the requirements in one term.

Courses in Relation to Certificates

The Virginia State Board of Education grants the following certificates:

Elementary
Normal Professional
Special
Collegiate
College Professional

The work at this college leads to any one of these certificates, and may be taken in summer or winter quarters or in a combination of the two.

Elementary.—The Elementary Certificate is issued on completion of fifteen college-session hours, or three-quarters of professional study, taken in residence, and distributed as follows:

I. Academic subjects, 3/4 session hours
   1. English—two session hours
   2. History and social science
   3. Science

II. Educational subjects:
   1. General education, 2/3 session hours
      a. Principles of teaching
      b. Educational psychology
      c. Educational sociology
      *d. School management
      e. Rural school problems
   2. Health and physical education:
      a. School hygiene and physical inspection of school children, one session hour
      b. Physical education, one session hour.
   3. Elementary education, including special methods of teaching the various school subjects, 3/5 session hours.

III. Applied arts, 2/3 session hours

Music
Drawing
Manual training or industrial arts
Home economics

In lieu of the required certificate of proficiency in penmanship, credit for ½ session hour in penmanship may be offered

This certificate is good for seven years and is renewable.

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*This or another of the courses in education will embrace a detailed consideration of pupil accounting, including a study of the records Virginia teachers are required to keep during the school session.

Normal Professional.—The Normal Professional Certificate is issued on the basis of completion of a prescribed two-year course of study in a standard normal school or teachers college which requires for admission graduation from a standard public or private high school, or successfully passing standard college entrance examinations. The program of studies must cover a minimum of thirty college session hours, including the following subjects:

Student teaching	2 to 3	session hours
Physical education	1½	session hours
Teaching of physical education	½	session hour
School hygiene including physical inspection of school children	1	session hour
Penmanship	½	session hour

or certificate of proficiency in penmanship.

Three quarters, or the entire second year work, leading to this certificate will be given here during summer session of 1929.

This certificate is good for ten years and is renewable.

Special.—The Special Certificate is issued on the basis of completion of two years' work in a standard college, provided the credits aggregate thirty college session hours' work and include three college session hours in education, and one college session hour in school hygiene.

The holder is permitted to teach in the high schools those subjects in which he has credit for six session hours' work, except for home economics and science.

This certificate is issued for six years and is renewable, subject to the regulations for the renewal of certificates, for periods of six years.

Special in Science.—Applicants who satisfy all other requirements and present credit for twelve session hours' work distributed equally among not more than three sciences may teach the sciences for which credit is presented. If, however, credit is presented for four session hours' work each in biology, chemistry, and physics, the applicant may teach all branches of science offered in the high schools.

Collegiate.—The Collegiate Certificate is granted to those who hold a degree but whose work does not include the minimum number of courses in Education. This college plans its degree courses to meet the requirements for the Collegiate Professional Certificate, which is of higher rank than the Collegiate Certificate.

Collegiate Professional.—Students who complete the four-year course for the B. S. degree from this college are eligible for

the Collegiate Professional Certificate—the highest certificate issued by the State Board of Education. The emphasis for the four-year course leading to the degree may be either in the elementary or in the secondary field. The teacher may thus be prepared for teaching and supervising the elementary school subjects and program, or the high school subjects and program, or groups of special subjects in either field.

Renewal Courses

Courses leading to a higher certificate automatically renew lower grade certificates. Two courses are required for the renewal of any certificate and at least three courses are required for the re-instatement of a certificate that is out-of-date.

Courses for renewal are determined largely upon the basis of the certificate to be renewed. The Dean of Instruction should be consulted before selecting courses for the renewal of any certificate. Usually certificates may be renewed in one six-weeks' term.

Requirements for Diploma or Degree

The completion of the Elementary Course, with at least 93 quarter hours, is required for the two-year diploma. The completion of the four-year course with a minimum of 186 quarter hours, is required for the degree of B. S. in Education.

Program of Studies

Summer Session of 1929

COURSE I

LEADING TO TEACHING IN THE PRIMARY GRADES

All subjects listed under Course I, first and second years, are offered on an eleven-weeks' basis only and may not be taken except by those expecting to remain for the full quarter.

FIRST YEAR

	First Quarter (11 weeks) Credit	*Second Quarter (11 weeks) Credit*	*Third Quarter (11 weeks) Credit*
Arts 101 Fine Arts	2	..	..
Arts 102 Fine Arts	..	2	..
Ed. 101-102 Educational Psychology	3	3	..
*Ed. 121 Community Study	3	..	..
*Ed. 122 History-Geography	..	3	..
*Ed. 123A Reading-Language	..	..	5
*Ed. 123B Arithmetic	..	..	2
*Ed. 123C Citizenship	..	..	3
Eng. 101-2-3 Child Lit.; Funds; Comp.	3	3	3
H. Ed. 101 Hygiene	3	..	..
Mus. 101-2 Public School Music	1	1	..
P. Ed. 101-2-3 Gym	1	1	1
Sc. 102-3 Nature Study	..	2	2
Total	16	15	16

COURSE I—SECOND YEAR

Constants:	*First Quarter (11 weeks) Credit*			*Second Quarter (11 weeks) Credit*			*Third Quarter (11 weeks) Credit*		
Sections	A	B	C	A	B	C	A	B	C
Art 201-2 Art Appreciation	T	1	1	1	T	0	..	..	..
Ed. 201-2-3 Elementary Sociology	T	5	0	0	T	5	5	0	T
Ed. 211-12-13 Tests and Measurements	T	0	3	3	T	0	0	3	T
Ed. 221-2-3 Principles of Teaching	3	0	0	0	3	0	0	0	3
Eng. 201-2-3 Primary Literature	T	3	0	0	T	3	3	0	T
Eng. 211-12-13 Reading	T	0	3	3	T	0	0	3	T
Mus. 202-203 Music Appreciation	..	..	..	0	T	1	1	1	T
P. Ed. 201-2 Gym	T	1	1	1	T	0	..	..	..
P. Ed. 212-13 Gym	..	..	..	0	T	1	1	1	T
SSc. 241-2-3 Social Geography	T	0	3	3	T	0	0	3	T
Total	15	10	11	11	15	10	10	11	15

*Ed. 121; Ed. 122; Ed. 123A, B, C, constitute a unit course in Primary Education.

Electives: Group A	Sections	First Quarter (11 weeks) Credit			Second Quarter (11 weeks) Credit			Third Quarter (11 weeks) Credit		
		A	B	C	A	B	C	A	B	C
Eng. 221-2 Contemporary Lit.		T	3	3	3	T	0	..	..	..
Eng. 232-3 Contemporary Lit.		..	..	..	0	T	3	3	3	T
Eng. 281-2-3 Library Training		T	3	3	3	T	3	3	3	T
Math. 212-3 Grade Arithmetic		..	..	..	3	T	3	3	3	T
SS. 231-2-3 U. S. History		T	3	3	3	T	3	3	3	T
Electives: Group B										
Art 211-12 Drawing and Design		T	2	2	2	T	0	..	..	..
Art 222-3 Drawing and Design		..	..	..	0	T	2	2	2	T
Eng. 281-2-3 Library Training		T	3	3	3	T	3	3	3	T
Mus. 211-12 Public School Music		T	2	2	2	T	0	..	..	..
Mus. 222-3 Public School Music		..	..	..	0	T	3	3	3	T

NOTE: Students in the second year of Course I are divided into three approximately equal sections, listed A, B, C, above. Each section teaches one quarter and for the other two quarters takes the work listed under their respective sections in the constants, and elects enough additional work to make from fifteen to eighteen credits a quarter. Students are required to take the work as listed under their respective sections. T indicates teaching. For instance, students in Section A teach the first quarter and take the courses listed under Section A—as Art 202, 1 credit; Ed. 212, 3 credits; etc.—for the second quarter; and the subjects listed under Section A—as, Ed. 203, 5 credits; Eng. 203, 3 credits; etc.—for the third quarter. 0 after a subject for a given section indicates that the subject is not taken by that section for that quarter.

Completion of this course entitles a student to the two-year Diploma of the College, and the Normal Professional Certificate issued by the State Board of Education.

COURSE II

LEADING TO TEACHING IN THE GRAMMAR GRADES

All subjects listed under Course II, first and second years, are offered on an eleven-weeks' basis only and may not be taken except by those expecting to remain for the full quarter.

FIRST YEAR

	First Quarter (11 weeks) Credit	Second Quarter (11 weeks) Credit	Third Quarter (11 weeks) Credit
Arts 112-13 Fine Arts	..	2	2
Ed. 101-2 Educational Psychology	3	3	..
*Ed. 131A History-Geography	3	..	..
*Ed. 131B Arithmetic	3	..	..
*Ed. 132A Language-Spelling	..	3	..
*Ed. 132B History-Geography	..	3	..
*Ed. 133 Citizenship	..	..	3
Eng. 101-2-3 Child Lit.; Funds; Comp.	3	3	3
H. Ed. 103 Hygiene	..	..	3
Mus. 101-2-3 Public School Music	1	1	1
P. Ed. 101-2-3 Gym	1	1	1
Sc. 101-3 Nature Study	2	..	2
Total	16	16	15

*Ed. 131A, B; Ed. 132A, B; and Ed. 133 constitute a unit course in Elementary Education.

COURSE II—SECOND YEAR

Constants: *Sections*	*First Quarter (11 weeks) Credit* A	B	C	*Second Quarter (11 weeks) Credit* A	B	C	*Third Quarter (11 weeks) Credit* A	B	C
Art 201-2 Art Appreciation	T	1	1	1	T	0	..	..	..
Ed. 201-2-3 Elem. Sociology	T	5	0	0	T	5	5	0	T
Ed. 211-12-13 Tests and Measurements	T	0	3	3	T	0	0	3	T
Ed. 221-2-3 Principles of Teaching	3	0	0	0	3	0	0	0	3
Eng. 201-2-3 Grade Literature	T	3	0	0	T	3	3	0	T
Eng. 211-12-13 Reading	T	0	3	3	T	0	0	3	T
Math. 212-13 Grade Arithmetic	..	..	..	0	T	3	3	3	T
Mus. 202-3 Music Appreciation	..	..	..	0	T	1	1	1	T
SSc. 231-2-3 U. S. History	T	0	3	3	T	0	0	3	T
P. Ed. 201-2 Gym	T	1	1	1	T	0	..	..	..
P. Ed. 212-13 Gym	..	..	..	0	T	1	1	1	T
Total	15	10	11	11	15	13	13	14	15
Electives: Group A									
Eng. 221-2 Contemporary Literature	T	3	3	3	T	0	..	..	..
Eng. 232-3 Contemporary Literature	..	..	..	0	T	3	3	3	T
SSc. 241-2-3 Social Geography	T	3	3	3	T	3	3	3	T
Eng. 281-2-3 Library Training	T	3	3	3	T	3	3	3	T
Electives: Group B									
Mus. 211-12 Public School Music	T	2	2	2	T	0	..	..	..
Mus. 222-3 Public School Music	..	..	..	0	T	3	3	3	T
Art 211-12 Drawing and Design	T	2	2	2	T	0	..	..	..
Art 222-3 Drawing and Design	..	..	..	0	T	2	2	2	T
Eng. 281-2-3 Library Training	T	3	3	3	T	3	3	3	T

NOTE: Students in the second year of Course II are divided into three approximately equal sections, listed A, B, C, above. Each section teaches one quarter and for the other two quarters takes the work listed under their respective sections in the constants, and elects enough additional work to make from fifteen to eighteen credits a quarter. Students are required to take the work as listed under their respective sections. T indicates teaching. For instance, students in Section A teach the first quarter and take the courses listed under Section A—as, Art 202, 1 credit; Ed. 212, 3 credits, etc.—for the second quarter; and the subjects listed under Section A—as, Ed. 203, 5 credits; Eng. 203, 3 credits, etc.—for the third quarter. 0 after a subject for a given section indicates that the subject is not taken by that section for that quarter.

Completion of this course entitles a student to the two-year Diploma of the College, and the Normal Professional Certificate issued by the State Board of Education.

COURSE III

LEADING TO TEACHING IN THE HIGH SCHOOL

FIRST, SECOND, THIRD, AND FOURTH YEARS

Subjects in Course III are listed this summer on a term basis. Students will be guided in the selection of their courses by the Dean of Instruction and Registrar. For courses offered see below.

COURSE IV

Leading to Teaching in the Elementary Grades

The first and second years of Course IV are identical with the first and second years of Courses I and II. The work of the third and fourth years is selected from subjects listed under Course III, third and fourth years, under the guidance of the Dean of Instruction. Courses in Education and content subjects are differentiated to meet the requirements of elementary teachers. Students taking Course IV are permitted to minor in any of the fields, except Commercial Education, listed on page 32 of the catalog.

COURSES OFFERED ON THE TERM BASIS—SUMMER, 1929

First and Second Year Courses

First Term (Six Weeks)	*Periods*	*Credits*	*Second Term (Five Weeks)*	*Periods*	*Credits*
C. Ed. 111A Shorthd..	5	1.5	C. Ed. 111B Shorthd..	6	1.5
C. Ed. 121A Typewtg.	5	1	C. Ed. 121B Typewtg..	6	1
C. Ed. 201 Accounts .	5	3	C. Ed. 202 Accounts..	6	3
			C. Ed. 133 Com. Geog.	6	3
*Ed. 141 Elem. Ed. ...	5	3	*Ed. 142 Elem. Ed.....	6	3
*Ed. 211 Tests & Meas.	7	3	*Ed. 213 Tests & Meas..	9	3
Ed. 232 Psychology ..	5	3	Ed. 233 Prs. of Tchg...	6	3
Eng. 102 Funds.....	5	3	Eng. 103 Comp.....	6	3
Eng. 131 Eng. Survey	5	3	Eng. 132 Eng. Survey.	6	3
Eng. 133 Amer. Survey	5	3			
Eng. 221 Cont. Lit. ..	5	3	Eng. 233 Cont. Lit....	6	3
Eng. 252 Shakespeare.	5	3	Eng. 253 Shakespeare.	6	3
*Eng. 261 Play Prod...	5	3	*Eng. 262 Play Prod...	6	3
*Eng. 281 Library Tr..	5	3	*Eng. 282 Library Tr...	6	3
*H. Ed. 202 Hygiene ..	5	3	*H. Ed. 203 Hygiene..	6	3
P. Ed. 111 Swimming.	3	.5	P. Ed. 112 Swimming.	4	.5
*P. Ed. 162 Interpretative Dancing.....	5	2	*P. Ed. 163 Interpretative Dancing.....	6	2
†Lang. French.....	5	3	†Lang. French.....	6	3
†Lang. Latin.....	5	3	†Lang. Latin.....	6	3
Math. 101 Gen. Math.	5	3	Math. 213 Grade Arith.	6	3
Math. 102 Gen. Math.	5	3	Math. 103 Gen. Math.	6	3
Math. 201 Tchg. H. S. Math.....	5	3	Math. 202 Col. Alg...	6	3
Math. 203 Col. Alg. ..	5	3			
Sc. 111 General Sc....	10	4	Sc. 112 General Sc. ...	12	4
Sc. 123 Biology	10	4	Sc. 121 Biology.....	12	4
Sc. 211 Chemistry....	10	4	Sc. 213 Chemistry	12	4
SSc. 111A Cont. Civil.	5	3	SSc. 111B Cont. Civil.	6	3
SSc. 112A Amer. Hist.	5	3	SSc. 112B Amer. Hist.	6	3
SSc. 231 U. S. Hist...	5	3	SSc. 113 Citizenship..	6	3
*SSc. 242 Soc. Geog...	5	3	*SSc. 243 Soc. Geog....	6	3

*Repeated for the second term.

†The work offered in French and Latin will be determined by the demand and needs of students applying for these courses

Third and Fourth Year Courses

	Periods	*Credits*		*Periods*	*Credits*
C. Ed. 412A Adv. Stenog.	5	1.5	C. Ed. 412B Adv. Stenog.	6	1.5
C. Ed. 413 Sec. Proc.	5	3			
Ed. 303A Hist. & Phil. of Ed.	5	3	Ed. 303B Hist. & Phil. of Ed.	6	3
Ed. 401 Administrat'n	5	3	Ed. 402 Supervision	6	3
Eng. 302 Oral Eng.	5	3	Eng. 303 Oral Eng.	6	3
Eng. 311 Short Story	5	3	Eng. 312 Tennyson	6	3
Eng. 401 Biography	5	3	Eng. 402 Bib. Lit.	6	3
*Eng. 281 Library Tr.	5	3	*Eng. 282 Library Tr.	6	3
			Math. 301 Analytic Geom.	6	3
P. Ed. 311 Adv. Swim.	3	.5	P. Ed. 312 Adv. Swim.	4	.5
P. Ed. 331 Rec. Leadership	5	3	P. Ed. 442 Clogging	6	3
P. Ed. 411 Th. & Coach of Athletics	5	3	P. Ed. 433 Camp Craft	6	3
Sc. 303 Adv. Chem.	10	4	Sc. 301 Adv. Chem.	12	4
Sc. 403 Physics	10	4	Sc. 401 Physics	12	4
SSc. 311 Mod. History	5	3	SSc. 312 Mod. History	6	3
SSc. 313 Mod. History	5	3	SSc. 403 Economics	6	3
SSc. 402 Economics	5	3	SSc. 301 Soc. & Ind. Hist.	6	3
SSc. 411 Sociology	5	3	SSc. 412 Sociology	6	3

RENEWAL OF CERTIFICATES

For courses for renewal of certificates see page 29.

Note 1: The above courses may be taken for the renewal of certificates, special certificates, and for credit toward the Normal Professional and Collegiate Professional Certificates. Courses marked 300 and above may be taken for advanced college credit leading to the B.S. Degree in Education.

Note 2: The college reserves the right not to offer any course for fewer than ten students. Other courses may be offered if there is sufficient demand.

*Repeated for the second term.

Departments of Instruction

ART

The Art School trains the professional artist. The public school should equip the individual to meet intelligently such problems in art as will confront him regardless of profession or trade. The purpose of the Art courses in this college is to acquaint the student with the principles of art, and at the same time to apply and adapt these principles to public school needs.

Art may be elected as a minor in any of the courses leading to the B. S. Degree in Education.

Requirements for a minor: At least eighteen quarter hours in Arts.

First Year

Fine Arts 101-102: *First Quarter*: General Art. A study of the fundamental principles of drawing, design and color and their application to every day life. Topics: Simple design problems in spacing and arrangement; lettering; principles of perspective; object drawing; pencil technique; color study; conventionalization of plant form; elements of art appreciation.

Second Quarter: Art Education for Primary Grades. Continuation of Art 101. Topics: Aim and scope of art education; interests and standards of attainment; technical practice in representation, design and color; picture study; methods of teaching art.

Required in Course I.

Two double periods a week for the first and second quarters. Two credits each quarter.

Fee, $2.00.

Fine Arts 112-113: *First Quarter*: General Art. Same as Art 101.

Second Quarter: Art Education for Grammar Grades. Same as Art 102, except that the application is to grammar grade work.

Required in Course II.

Two double periods a week for the second and third quarters. Two credits each quarter.

Fee, $2.00.

Second Year

Arts 201-202: *Art Appreciation.* A beginning course in the appreciation of masterpieces of architecture, sculpture and paint-

ing. Topics: The qualities common to all forms of art; the artist; a brief survey of art through the ages.

Required in Courses I and II; elective in Course III.

Two single periods a week for the first quarter. Repeated for the second quarter. One credit.

Fee, 75c.

Fine Arts 211-212: *Drawing and Design.* Topics: Color theory and experiments; decorative composition in tempera; figure sketching; lettering and postermaking; linoleum block printing; applied design.

Two double periods a week for the first quarter. Repeated for the second quarter. Two credits.

Fee, $2.00.

Fine Arts 222-223: *Advanced Drawing and Design.* Topics: Pictorial and decorative pen and ink rendering; pencil sketching; creative design problems; drawing for reproduction.

Pre-requisite: Fine Arts 211 or 212 or equivalent.

Two double periods a week for the second quarter. Repeated for the third quarter. Two credits.

Fee, $1.50.

COMMERCIAL EDUCATION

The primary purpose of the department of commerce is to supply high schools with thoroughly trained teachers of commercial subjects. This college has been designated by the Board of the Virginia Teachers Colleges to give the B. S. degree in Commercial Education.

While this is a professional institution for the purpose of training teachers, the training received in the department of commerce may be of inestimable value in other ways. The high standards of accomplishment required assure the student of a practical training which prepares for high grade commercial positions in the event such employment becomes necessary or desirable. At the same time, all credits earned may always be utilized in meeting the requirements for the degree which is granted upon completion of the four-year course.

Regardless of the fact that the initial salaries in this field are larger than salaries for teachers of the traditional subjects, the college cannot meet the demands for commercial teachers. Furthermore, a large percentage of those who enroll in these courses have opportunities to enter well paying positions in the commercial world after studying one or two years.

Nature of the Training Offered

The curriculum is four years in length and contains a considerable amount of work in the so-called cultural subjects. It is

designed to give the student a practical and theoretical training in the fundamental subjects of commerce. To this end, the traditional courses in the more or less skilled subjects are supplemented by courses which lead to an understanding of the organization and processes of business.

In keeping with the best practices in the field of commercial education, students are required to secure a minimum of eight weeks' actual business experience following completion of the sophomore year. Five credits are allowed for this work, which must be done under approved conditions. The department makes every effort to place students in the most remunerative and desirable positions for this purpose.

Visits to industrial plants are made at intervals during the year.

Advanced Standing

Work done in other institutions of recognized standing is accepted for credit.

Requirements for Degree

Completion of the prescribed four-year curriculum is required for the degree. (See regular catalogue.)

The following commercial courses are scheduled for the summer session:

First Term

Commercial Education 111A Shorthand
Commercial Education 121A Typewriting
Commercial Education 201 Accounting
Commercial Education 412A Advanced Stenography
Commercial Education 413A Secretarial Procedure

Second Term

Commercial Education 111B Shorthand
Commercial Education 121B Typewriting
Commercial Education 202 Accounting
Commercial Education 412B Advanced Stenography
Commercial Education 133 Commercial Geography
Other courses will be offered as the demand develops.

Commercial Education 111A-111B: *Shorthand.* The Direct Method, as developed at Columbia and Chicago Universities, is used. The student automatizes the writing and reading of about eight hundred of the thousand most commonly used words. Dictation of letter and paragraph material at a speed of eighty words a minute is a feature of this course. A reading speed from shorthand notes of one hundred twenty-five words a minute is developed from the start of the course.

Five periods a week for the first term. Six periods a week for the second term. One and one-half credits each term.

Commercial Education 121A-121B: *Typewriting.* This course in typewriting is devoted to the development of the proper technique and a thorough mastery of the keyboard. Students are taught the various parts of the typewriter and the care of the machine. Accuracy is emphasized. 121B is a continuation of 121A.

Five periods a week for the first term. Six periods a week for the second term. One credit each term.

A fee of fifty cents each term is charged for depreciation.

OPEN TO ALL NON-COMMERCIAL STUDENTS WITHOUT CREDIT UPON PAYMENT OF $2.50 EACH TERM. 121A WILL BE REPEATED DURING THE SECOND TERM UPON DEMAND.

Commercial Education 133: *Industrial and Commercial Geography.* In this course a study is made of the geographic factors which influence the production, distribution, and utilization of the most important products of the United States. Natural resources, climate, and the influence of natural trade routes are considered. The course is intensive, and use is made of a text, atlases, and reference works. Specific problems are offered to encourage initiative in understanding the effects of geographic conditions on economic activities and movements.

Six periods a week for the second term. Three credits.

Commercial Education 201: *Accounting.* The approach to accounting is made by a consideration of the nature of the business concern. Following this, the effects of transactions on ownership are taken up. The methods of recording transactions are studied, including journalizing and ledger accounts. Simple exercises in closing the ledger and making working sheets, statements of profit and loss and balance sheets are performed. A brief set of books is worked out.

Five periods a week for the first term. Three credits.

Commercial Education 202: *Accounting.* This course embraces the use of supplementary books of record, such as purchases and sales journals, cash book, records of supplies, insurance and equipment, notes receivable and notes payable, as well as further consideration of the general journal. Problem and set work are a part of the course.

Six periods a week for the second term. Three credits.

Commercial Education 412: *Advanced Shorthand.* This course is a continuation of Shorthand-Typewriting as offered in the Sophomore year, and has for its aim the perfection of technique, and a consideration of available teaching materials.

Five periods a week for the first term. Six periods a week for the second term. One and one-half credits each term.

As the demand develops during the summer enrollment classes in the following subjects, which comprise the remainder of the commercial subjects in the Commercial Curriculum, will be organized:

Commercial Education 101, Introduction to Business
Commercial Education 102, Commercial Arithmetic
Commercial Education 103, Commercial English
Commercial Education 133, Commercial Geography
Commercial Education 211-2-3, Shorthand
Commercial Education 221-2, Typewriting
Commercial Education 223, Office Management
Commercial Education 301-2-3, Accounting
Commercial Education 401, Business Organization
Commercial Education 402, Money and Banking
Commercial Education 403, Commercial Law
Commercial Education 411, Principles of Merchandising
Commercial Education 421, Accounting
Commercial Education 422, Secondary-School Commercial Education.

EDUCATION

The aim of the Department of Education is to prepare students for the work of organizing and teaching in elementary and high schools and for careers in other fields of education.

In addition to broad and accurate scholarship, a teacher should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. She should, furthermore, be acquainted with the best practices of the teaching profession and the theories upon which such practices are founded. A knowledge of child nature, growth and development is absolutely essential for best results.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability of practical appplication in teaching. An opportunity for obtaining this last requirement is found in actual teaching under direction in the Rural and Campus Training Schools.

Requirements for Major in Elementary Education: First two years of Course I or Course II as outlined in this catalogue and all Educational constants in third and fourth years.

Requirements for Minor in Elementary Education: The completion of at least the first year in Course I or Course II.

First Year

Education 101: *Educational Psychology.* The following topics are studied in this course: the physiology of the nervous system; heredity and environment; intelligence (definitions, native, growth, distribution, and testing); behaviorism; instincts; emotional behavior; association and memory; imagination; perception and apperception. The divisions of the work are considered in the light of their application in the classroom. The relation of psychology to objectives in education is stressed throughout the course.

Texts: Gates, Psychology for Students of Education, and Starch, Educational Psychology.

Three periods a week for the first quarter. Three credits.

Education 102: *Educational Psychology.* This course is a continuation of the preceding term's work—Education 101—with especial emphasis on child psychology. Laws of learning and the thinking process, fatigue, transfer of training, interest and effort, individual differences, the abnormal individual and personality receive detailed consideration in the study. Procedures in directing individual pupils in the classroom and on the playground are discussed and evaluated.

Texts: Gates, Psychology for Students of Education, and Starch, Education Psychology.

Three periods a week for the second quarter. Three credits.

Education 121: *Community Study.* The emphasis in this quarter of the unit course is on Nature Study and helps to give the student the subject-matter background necessary to teach Community Study in the primary grades. The study in this part of the course is primarily on problems relating to the plants and animals of the home and community of the child and the state in which he lives. The emphasis in the second quarter—Education 122—is on Geography, and in the third quarter—Education 123C—on Citizenship. The State Elementary Course of Study is used as a guide in the course.

One double and two single periods a week for the first quarter. Three credits.

Laboratory fee, 75c.

Education 122: *History-Geography—Primary Grades.* The subject matter of this course includes community geography and history, the regional geography and the history of Virginia, and the regional geography of Eastern United States. The State Elementary Course of Study is used as a guide in the selection and organization of material. The principles and methods of teaching the primary grades receive specific application to this group of subject matter. Especial attention is given to motivation and

correlation as well as activities of the grades. Various types of lessons as well as methods of collecting materials for effective teaching are developed. Lesson plans are given, tried, discussed, and criticized in the light of recent developments in the teaching of History-Geography. Observation and demonstration lessons in the Training School.

Three periods a week for the second quarter plus one period of observation in the Training School. Three credits.

Education 123A: *Reading, Language, Spelling, Penmanship—Primary Grades.* While spelling and penmanship in relation to simple written composition constitute part of this course, the major emphasis is on the teaching of reading and informal oral compositions in the primary grades.

Objectives to be attained are:

1. To determine skills, habits, attitudes, to be developed in oral and silent reading, oral and written language, spelling, and penmanship, and to relate these subjects to the rest of the curriculum.
2. To become familiar with appropriate materials—basal and supplementary readers, illustrative and seat work materials, room equipment.
3. To become acquainted with the best methods and technique of present day practice. Lesson planning is emphasized in this connection. Reading units are worked out by the class.
4. To secure facts about diagnostic and remedial measures—group work stressed.
5. To make actual application.

Observation in the Training School constitutes a definite part of the course.

Five periods a week for the third quarter. Five credits.

Education 123B: *Teaching of Arithmetic—Primary Grades.* This division of the unit course treats of professionalized subject matter in arithmetic for primary teachers, with modern methods of teaching the subject in the first five grades; the psychology of arithmetic; standardized tests and experiments; the selection of materials for the course of study. Discussions are based on observations and work in the Training School.

The State Elementary Course of Study is used as a basis for the work.

Text: Morton, Teaching Arithmetic in the Primary Grades.

Two periods a week for the third quarter. Two credits.

Education 123C: *Citizenship—Primary Grades.* This course is a continuation of Education 122. The background of History-Geography is here given a more specific application to the problems of community civics, such as arise in the primary grades.

The basic experience of the child in the home, the neighborhood, the playground, the school, and the church is enlarged to include all the activities of the community with which the child should be familiar. This includes the simpler processes of government in the county, the city, and the state. Self-government finds expression in civic and self-government clubs of the grades in the schoolroom, and in the activities in the school building and on the school grounds.

Three periods a week for the third quarter. Three credits.

Education 131A: *History-Geography—Grammar Grades.* This course builds a geographic foundation for understanding the regional and climatic conditions of human relationship in the different zones. The geographic conditions studied during the first four or five weeks are applied in the study of human geography of the United States, and the geographic background of American history. American history is studied through biography and problems centralized around special selected topics. Projects and problems arising from the study of geography to industrial relationships constitute a part of the course. The State Elementary Course of Study is used as a guide in the selection and organization of material. Lesson planning is assigned in relation to various lesson types. Lesson plans are developed, tried, criticized, and discussed in the light of recent developments in the teaching of History-Geography. Sources of material for instruction receive attention.

Three periods a week for the first quarter. Three credits.

Education 131B: *Teaching of Arithmetic—Grammar Grades and Junior High School.* This division of the unit course treats of professionalized subject matter in arithmetic for teachers of sixth, seventh and eighth grades, with modern methods of teaching the subject. Special emphasis is placed upon the selection and use of materials and devices. Discussions are based on observations and work in the training school.

Text: Morton, Teaching Arithmetic in the Intermediate Grades.

Three periods a week for the first quarter. Three credits.

Education 132A: *English, Reading, Spelling, Penmanship—Grammar Grades.* There are five objectives to be attained in this course:

1. To determine skills, habits, attitudes to be developed in oral and silent reading, oral and written English, spelling, and penmanship, and to relate these subjects to the rest of the curriculum.

2. To become acquainted with the best methods and tech-

nique of present day practice for the development of proper skills, attitudes, etc. Lesson planning is emphasized in this connection.

3. To become acquainted with appropriate materials—basal and supplmentary readers, illustrative and seat work materials, room equipment.

4. To make actual application.

5. To secure facts about diagnosic and remedial measures. Special attention is given to the handling of individual difficulties.

Directed observation in the training school constitutes a definite part of the course.

Four periods a week for the second quarter. Three credits.

Education 132B: *History-Geography—Grammar Grades.* (Continued). The regional and climatic geography of the first quarter is here applied to a study of each of the continents. First, regional and climatic geography are studied in relation to the human geography (peoples—their customs, habits, occupations, industry, and commerce), and the history of North and South America. Starting from their commercial relations with the United States, the continents of the Old World (Asia, Europe, and Africa), are studied in relation to human geography. The use of the State Elementary Course of Study and the methods of Education 131A are continued. Observation and demonstration lessons in the Training School.

Three periods a week for the second quarter plus one period of observation. Three credits.

Education 133: *Citizenship—Grammar Grades.* The background of Education 131A-132B is here applied to the ordinary problems of community civics. Specific problems of citizenship are worked out in their historical settings by various groups of students, and reported for class discussion. For example: functions of local government; local rural and city social and economic problems; functions of Virginia state government; Virginia school system; social and economic problems of Virginia; functions of the national government; the United States constitution; the family; industrial problems; agriculture; etc. The State Elementary Course of Study is used as a guide in the selection and organization of material. The methods of 132B are continued.

Three periods a week for the third quarter. Three credits.

Education 141-142: *Elementary Education.* This course is intended primarily for teachers in service wishing special aid in the problems of elementary education. Organization, management factors, school discipline, and methods of teaching the various elementary school subjects are topics treated in the class.

A simple text, such as LaRue, The Child's Mind and the Common Branches, is used as a basis for the course. 142 is a repeat of 141.

Five periods a week for the first term. Six periods a week for the second term. Three credits each term.

Second Year

Education 201-202-203: *Educational Sociology*. This course deals with a study of sociology from the standpoint of education as well as a study of education in its sociological aspects. It aims to prepare the student for active participation and leadership in the community, through special study of the community, urban and rural, and an understanding of the relation which exists between the size of the community and the social problems arising. Modern social problems, such as the break-down of the home, increasing crime, immigration and Americanization, and the resulting educational problems are subjects for detailed study by individual students. Attention is also given to the evolution and classifications of the primary, intermediate, and secondary groups. Current theories as to the betterment of education and society are considered.

Five periods a week for the first quarter. Repeated for the second and third quarters. Five credits.

Education 211-212-213: *Tests and Measurements*. This course deals with the scientific aspects of teaching. A study of procedure in measuring, classifying, and grading students is made. Much practice is given in scoring tests, determining the measures of central tendency, of variability, and in finding correlations. The results of actual testing programs are presented graphically. The course should be of inestimable value to the classroom teacher, as well as to the supervisor and administrative official. 212 and 213 are a repeat of 211.

Seven periods a week for the first term. Nine periods a week for the second term. Three credits.

Education 221-222-223: *Principles of Teaching—Elementary Grades*. This course, taken while students are doing their teaching, deals with the following problems and their application to the concrete situations in which the student teachers are working in the training school: Individual differences of pupils; the learning process; supervised study lessons; school management factors, such as seating, lighting, temperature, routine, and discipline; personal traits of the teacher; essential features of a normal class activity; the best methods and technique of present day practice in the various activities, with special emphasis on the problem-project method; lesson planning relative to the big units and small units of work. Stress is placed on utilizing the

spontaneous interests and activities of the child and in making his environment meaningful. Testing for results, and records and reports constitute a part of the course.

Three periods a week for the first quarter. Repeated for the second and third quarters. Three credits.

Education 232: *Educational Psychology.* Same as Education 102.

Five periods a week for the first term. Three credits.

Education 233: *Principles of Secondary Education.* This course aims to give an intensive study of current practices and tendencies in the field of secondary education. Some topics that receive consideration are: history of the high school movement; types of organization of secondary education with especial emphasis on the Junior High School; relation of high school to elementary school and college; the high school pupil; the high school teacher. A rather extensive study of the high school curriculum is undertaken, with the idea in mind of inter-relating the subject-matter so as to better realize the objectives of secondary education as they are incorporated in the generally accepted "Seven Cardinal Principles."

Texts: To be selected.

Six periods a week for the second term. Three credits.

Education 241-242-243: *Student Teaching.* Courses in principles and theories of education, methods of teaching various school subjects, and observation of teaching done by supervisors in the Training Schools form the basis for a course in student teaching. This course is required of every candidate for a diploma in Courses I and II. Its purpose is to give the student-teacher the ability to put into practice the methods and principles which have previously been studied; efficiency in the method of presenting subject-matter; ability to control children; the skill and confidence to meet situations which arise in school work. Each student teaches the subjects of one or more grades and is required to observe the teaching of the subjects in the other grades of the school. Every student in Courses I and II teaches for a period of twelve weeks, and has definite observation and discussion work for twelve additional weeks. Educational tests are given during the teaching term, thus assuring acquaintance of students with the tests, and giving them a scientific basis for grading their pupils.

Twelve credits for the first, second, or third quarter.

Education 251-252-253: *Conference.* In addition to individual conferences, an hour is set aside each week for the general Training School Supervisor to meet the student teachers in a rather informal discussion of the problems that arise in teaching.

Questions are freely asked and discussed; more practical and scientific methods of dealing with various situations are here formulated; and an attempt is made to show the weak and strong points in certain practices of the various teachers and grades. Special-day programs carried out in the grades by the teaching section are brought to the attention of the non-teaching sections. Also brief reports are made from time to time on work that is being done in other schools with a view to the practicability of its introduction into the Virginia schools.

One period a week for the first, second or third quarter for teaching students.

Third Year

Education 303A-303B: *History and Philosophy of Education.* In this course a brief survey is made of the development of the educational systems from primitive times to the present day. The contributions of the past to our present educational system are evaluated. The philosophy of each period as expressed in its religion, education, customs, writings, etc., is studied and noted. While comparisons and contrasts are made of several stages of social evolution and the outcomes of each, the prime consideration in this course is building up a background and an explanation for our present-day institutions and practices. The status of the teacher and the school throughout the ages is considered. Especial attention is given to the evolution of the modern conception of education through the Humanistic, Realistic, Naturalistic, Psychological, Scientific, and Sociological movements, under such representative leaders as Milton, Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Dewey and others. The movements and personages are not treated merely in chronological order but an attempt is made to explain them in terms of their social and political relationships. The history of education in Virginia, as well as its present status, is studied during the latter part of the quarter, and suggestions for the improvement of our public schools along the lines of organization, curriculum, and methods of procedure are made.

Texts: Cubberley, History of Education; Dewey, Democracy and Education. References.

Five periods a week for the first term. Six periods a week for the second term. Three credits each term.

Fourth Year

Education 401: *School Administration.* This course aims to consider the present status and tendencies in organization and administration of school systems, with emphasis on improving the existing order in Virginia. A study is made of the origin and development of schools; units of school control; duties of officials;

the selection, tenure, pay and training in service of teachers; financing public education; publicity; statistics in education; records and reports; and extra curricula activities. The study aims to develop an understanding and appreciation of the inner workings of efficient school organization.

Text: Cubberly, Public School Administration.

Five periods a week for the first term. Three credits.

Education 402: *Teaching and Supervision.* The following topics are considered in this course: objectives of school supervision; conferences; technique of visitation; lesson planning; the assignment; supervised study; questioning; homogenous grouping; testing; classroom control; types of recitations (projects, socialized recitations, problem solving, appreciation, drill, review, red-letter lessons). Classroom procedures are analyzed and evaluated. The course is differentiated so as to meet the needs of both elementary and high school teachers. General summation of educational theory in its application is undertaken. Classroom teaching receives major emphasis throughout the study.

Texts: Barr and Burton, The Supervision of Instruction, and Douglass, Modern Methods in High School Teaching.

Six periods a week for the second term. Three credits.

ENGLISH

Every department of instruction in the college is urged to cooperate in the general policy of holding all students to a reasonable degree of correctness in the fundamental essentials of acceptable usage in spoken and written English.

There is no subject in the whole course which is more fundamental, since every department is affected by it and finds its work stronger or weaker as the work in English is strong or weak. One of the matters in which this appears prominently is that of the vocabulary. The student whose vocabulary is limited necessarily gains much less from the text-book, and never obtains the same ideas as the one who has a wide range. This is particularly true of those who are taking strictly professional work. It is almost safe to say that the one who brings an adequate preparation in English to the difficulties of this work derives twice as much from it.

At the opening of the first quarter two diagnostic tests are given in an attempt to discover for each entering student first, her knowledge of the fundamentals of English, and second, her ability to use this knowledge in her oral and written composition. On the basis of these tests, each student is placed in a class where her individual needs can be most effectively met.

Applicants should carefully observe all the requirements as

there is no other subject in which it is so necessary to be well prepared.

Subjects required for a major in English:

Pre-requisite:	Four high school units in English.	
First year:	English 111-112-113____	9 quarter hours
	English 131-132-133____	11 quarter hours
Second year:	English 252-253_____	6 quarter hours
	English 222_____	3 quarter hours
Third year:	English 302_____	3 quarter hours
Fourth year:	English 403_____	3 quarter hours

Subjects required for a minor in English:

Pre-requisite:	Same as for major.	
First year:	English 111-112-113____	9 quarter hours
	English 131-132-133____	11 quarter hours
Second year:	English 252-253_____	6 quarter hours

First Year

English 101A: *Children's Literature—Primary Grades.* Through wide reading of appropriate material, this course aims to give a first-hand knowledge and appreciation of the different types of literature suitable for children in the primary grades, and an understanding of the principles and methods of using it. Some time is given to the reading and teaching of poetry, to story-telling and to dramatization.

Three periods a week for the first quarter. Three credits.

English 101B: *Children's Literature—Grammar Grades.* Through wide reading of appropriate material, this course aims to give a first-hand knowledge and appreciation of the different types of literature suitable for children in the grammar grades, and an understanding of the principles and methods of using it. Some time is given to the reading and teaching of poetry, to story-telling and to dramatization.

Three periods a week for the first quarter. Three credits.

English 102A: *History and Development of the English Language—Primary and Grammar Grades.* This course is intended for those students who show, in the preliminary tests, no need for intensive technical drill in the fundamentals of English. Through a study of the history and development of the English Language, the student acquires a wide margin of material leading her to build up right attitudes toward her own use of English and toward the teaching of English fundamentals. To make the course as practical as possible, there are many oral and written reports through which each student is helped to discover her

weaknesses in sentence sense, punctuation, spelling, pronunciation, and in the use of accepted grammatical forms. On the basis of the student's actual errors, there is repeated exercise in discovering the reason for the weakness, in substituting correct forms, and in discussing the teaching problems involved.

Three periods a week for the second quarter. Three credits.

English 102B: *English Fundamentals.* This course is for those students who need, as shown by the tests, intensive study in the fundamentals of English. At least one theme a week is carefully examined and returned. The purpose of the themes is to help each student discover her own weaknesses, and to feel, through this discovery, a need for knowing those principles of grammar which are useful in building up good habits in both oral and written English. To meet these individual needs, the course provides for a thorough study of all the elements of sentence structure, and for repeated drill in substituting correct forms for the student's actual errors. The major emphasis is on the immediate and constant use of the correct forms in all speaking and writing.

While this intensive study of English Fundamentals is particularly stressed during the first quarter, the principles carry over and are followed up in the work in composition and literature in the second and third quarters, in all courses in English in the first year.

Three periods a week for the second quarter. Three credits.

English 103A: *Review of Fundamentals—Primary and Grammar Grades.* This course grows out of the work in English 102. There is a thorough study of the fundamentals of English grammar, including the minimal essentials which the pupil should know and the wider knowledge which the teacher should have. This work is motivated by a study of the development of grammar teaching in the schools, and is followed by a discussion of the aims in teaching grammar, the psychology of grammar teaching, and tests and devices for measuring the results of English teaching. The course continues to develop right attitudes toward good usage. The student is encouraged to apply immediately and constantly, in all speaking and writing, her increased knowledge of accepted grammatical usage.

In addition to many short themes, there is one long theme calling for the proper use of library facilities, the logical organization of material gathered from various sources, and the proper method of making an outline and a bibliography.

Three periods a week for the third quarter. Three credits.

English 103B: *Composition for Primary and Grammar Grades.* This course aims to give the student an opportunity to

apply more extensively the principles learned in English 102. There are many short themes in an attempt to help the student get her knowledge of correct and effective sentence structure over into her habits. In addition to this, there is considerable time given to the logical organization of one long theme calling for the proper use of library facilities and the proper method of making a bibliography and an outline.

Three periods a week for the third quarter. Three credits.

English 102: *Fundamentals.* Covering in the main the work as outlined in English 102A and 102B.

Five periods a week for the first term. Three credits.

English 103: *Composition.* Covering in the main the work as outlined in English 103A and 103B.

Six periods a week for the second term. Three credits.

English 131: *A Survey of English Literature.* This course provides for a survey of English Literature from the Anglo-Saxon period to the beginning of the Romantic movement. Historical, social, and religious tendencies of the various periods of national life are observed through a study of masterpieces from significant authors representative of the various periods, rather than through a study of the history of literature as such.

Text: Watt-Munn, Ideas and Forms of English and American Literature.

Five periods a week for the first term. Three credits.

English 132: *A Survey of English Literature.* This course provides for a survey of English Literature from the beginning of the Romantic movement to the present.

Pre-requisite: English 131.

Text: Watt-Munn, Ideas and Forms of English and American Literature.

Six periods a week for the second term. Three credits.

English 133: *A Survey of American Literature.* In this course the emphasis is on the literature of the nineteenth and twentieth centuries. The aim of the course is similar to that of English 131-132. There is a constant comparison of American literature with English literature of the same period and of preceding periods.

Pre-requisite: English 131-132.

Text: Norman Foerster, American Poetry and Prose.

Five periods a week for the first term. Three credits.

Second Year

English 201-202-203: *Literature for Primary and Grammar Grades.* This course continues and enlarges upon the work given in English 101, Children's Literature. First-hand knowledge of

many more books of each of the types suitable for children of different grades is required. Picture books, poetry, general fiction, history, biography and books of travel, nature, science and invention are discussed. A study is made of children's reading interests as affected by age, sex, mental ability, interests, and home environment. The characteristics of desirable and undesirable books for children are noted, and an effort is made to discover ways of teaching children to appreciate good literature and to form the habit of reading it.

Three periods a week for the first quarter. Repeated for the second and third quarters. Three credits.

English 211-2-3: *Oral Reading.* This course is designed to train the student in accurate and appreciative reading, both oral and silent, and through a study of the science of speech to free the voice from any restriction and to remedy any speech defect.

Three periods a week for the first quarter. Repeated for the second and third quarters. Three credits.

English 221: *Contemporary Literature.* This course aims to give a knowledge and an appreciation of the best literature of the late nineteenth and twentieth centuries in America, England and, to a limited extent, in Europe. This course is a survey of poetry and drama.

Five periods a week for the first term. Three credits.

English 233: *Contemporary Literature.* This course aims to give a knowledge and an appreciation of the best literature of the late nineteenth and twentieth centuries in America, England and, to a limited extent, in Europe. This course is a survey of the short story and the novel.

Six periods a week for the second term. Three credits.

English 252: *Shakespeare's Comedies.* This course aims to acquaint the student with eight or ten of the best comedies of Shakespeare. It also aims to give the student a comprehensive idea of the social background of Elizabethan England and of the history and development of the drama up to the time of Shakespeare. The comedies are read rapidly with the chief emphasis upon an understanding and appreciation of the story and the characters, but with some attention to structural details.

Text: Brooke-Cunliffe-McCracken, Shakespeare's Principal Plays.

Five periods a week for the first term. Three credits.

English 253: *Shakespeare's Tragedies.* This course offers an intensive study of six of Shakespeare's best tragedies. In the study of both the tragedies and the comedies attention is given to the source material and to the stage history of the play.

Pre-requisite: English 252.

Text: Brooke-Cunliffe-McCracken, Shakespeare's Principal Plays.

Six periods a week for the second term. Three credits.

English 261-262: *Play Production.* This course is designed primarily for those students majoring in English or History who are interested in directing a dramatic club in the high school as an extra-curricular activity. It deals with the organization and program for a dramatic club, selection of plays, costuming, setting, and make-up. Each person is given some practical experience in acting and in directing rehearsals. 262 is a repeat of 261.

Laboratory fee, $1.50.

Text: The Book of Play Production, Smith.

Five periods a week for the first term. Six periods a week for the second term. Three credits.

English 281-282-283: *Library Training.* This course aims to give systematic instruction in the use of the library as well as a knowledge of the organization of high school libraries. A study is made of the library and its arrangement; the book; the card catalogue; the dictionary; encyclopedias; reference books; magazines and magazine indexes; buying and owning books; compiling bibliographies; note-taking and enough cataloguing and classification to enable students to assume charge of school libraries. The study aims to develop a keener appreciation of the place of libraries in education. Much of this course is given to laboratory work. 282 and 283 are a repeat of 281.

Text: The Library Key by Zaidee Brown.

Five periods a week for the first term. Six periods a week for the second term. Three credits.

English 302-303: *Oral English.* These are courses in the English language on the oral side, whose object is to develop mastery of the language for use in life situations. The students do much talking under constructive criticism. Both courses give definite attention to increasing the vocabulary, making habitual the use of clear and flexible sentence structure, mastering the elements of interest, and organizing material for the purpose of reaching an audience. The two courses are consecutive, but may be taken separately.

302 covers such topics as the conduct of business meetings and short talks for many occasions, including nomination and installation of officers, presentation and acceptance of gifts or honors, and introduction of speakers.

303 includes conversation, committee work, discussions, interviews, and longer talks for various purposes.

Five periods a week for the first term. Six periods a week for the second term. Three credits each term.

English 311: *Short Story.* This course gives a brief survey of the origin and development of the short story, but the emphasis is upon extensive reading and intensive study of the contemporary short story. Those who wish to write a few short stories are allowed to substitute this work for some of the reading, but no one is required to write a short story.

Five periods a week for the first term. Three credits.

English 312: *Tennyson.* This course aims to give an appreciative study of Tennyson, the master artist in rhythm and melody, in relation to his period and to modern life.

Six periods a week for the second term. Three credits.

Fourth Year

English 401: *Twentieth Century Biography and Essay.* The object of this course is two-fold. The course aims to arouse an interest in the important men and women and the important events of today. It also aims to acquaint the student with the chief characteristics of biography, autobiography, the literary essay, and the magazine article as popular forms of contemporary literature.

Five periods a week for the first term. Three credits.

English 402: *Biblical Literature.* In this course the Bible comes into its rightful recognition as the masterpiece of literature, affording limitless studies in types of literature that measure up to the most exacting requirements of any criterion, whether it be those of the short story or poetry, essay or oratory, drama or lyric. In turn, contributions to literature by acknowledged authors—who have drawn on the Bible for both data and inspiration—are studied by way of either comparison or contrast.

Six periods a week for the second term. Three credits.

FOREIGN LANGUAGES

Thorough preparation is offered the student who feels that her interest lies in the field of languages. Because the course is based on a requirement of at least two years of language study in high school, the department can concentrate on building up a general background and on studying the specific problems of teaching each language.

French

The aim of the French course is to impart an intimate knowledge of a living language closely related to actual life. The student has constant training in reading and speaking French and is given courses preparatory to teaching this subject in high school.

For a major in French: Recommended, all four years; required, at least three years.

For a minor in French: Recommended, three years; required, at least two years.

First Year

Language 101-102-103: *French.* A study of practical French phonetics, grammar, written and oral composition, with readings from the works of Daudet, Merrimee, Dumas, and other French writers.

Pre-requisite: Two years of high school French.

Three periods a week for the session. Three credits each quarter.

Second Year

Language 201-202-203: *French.* Problems of teaching French, with special attention to the Direct Method, to the teaching of pronunciation, phonetics, and grammar; a study of classroom realia, the State curriculum for French in the high schools, examination of text books, etc. This is also a continuation course in advanced readings in French literature.

Pre-requisite: French 101-102-103.

Three periods a week for the session. Three credits each quarter.

Language 301-302-303 and Language 401-402-403, *French,* offered if there is sufficient demand.

Latin

In the Latin courses stress is laid upon the relationship of Latin and English, their idioms are constantly contrasted and compared, and the student is made to feel the vital influence of Latin upon our English speech. In all of the courses in Latin thoroughness is insisted upon, and the practical value for the teacher is emphasized.

For a major in Latin: Recommended, all four years; required, at least three years.

For a minor in Latin: Recommended, three years; required, at least two years.

First Year

Language 111-112-113: *Latin.* This course includes an intensive study of Caesar with selections from Books V, VI, VII; Caesar's writings from a literary and historical standpoint; a study of the Roman Oration, its structure; the influence of Cicero's oratory, brief readings from the Orations; intensive reading of the essays, DeSenectute and DeAmicitia; Roman epic poetry as typified in Virgil's Aeneid, study of the hexameter, Roman mythology and religion, life of Virgil; Sight reading.

Pre-requisite: Two years of high school Latin.

Three periods a week for the session. Three credits each quarter.

Second Year

Language 211-212-213: *Principles of Teaching Latin.* The major emphasis in this course is on the fundamental principles underlying the teaching of Latin in the high school. It includes an intensive study of modern methods, special methods for each year, the acquisition of a vocabulary, English derivatives, the Latin curriculum of the State, examination of text books, reference books, maps, pictures, etc., for classroom use. Content is stressed as well as method, and readings are selected from various Roman writers. The study of the Life and Literature of the Romans, included in this course, furnishes a desirable background for the prospective teacher of Latin.

Pre-requisites: Latin 111-112-113.

Three periods a week for the session. Three credits each quarter.

Language 311-312-313 and Language 411-412-413, *Latin,* offered if there is sufficient demand.

MATHEMATICS

Mathematics rightfully occupies an important place in the school curriculum, and especially should this be true in a Teachers College, for in whatever work the teacher may engage she will need the knowledge of mathematics and its principles. Besides, the industrial and commercial world furnish motivation for every important mathematical process in everyday life. Mathematics often fails to command the proper respect of patrons and pupils because of the teacher's failure to emphasize its practical applications and to properly present business methods and customs. For this reason, the department especially emphasizes business methods and the applications of mathematics to practical life. The emphasis throughout the course is on number, the tool for solving problems of daily importance. Since good results in mathematics must be based upon a thorough working knowledge of this subject, the courses aim to give this knowledge and to strengthen the weak points in the student's mathematical training; to develop logical systematic thought; to train to clear, concise, and accurate expression; to develop and strengthen the reasoning powers of the pupil; and to develop the spirit of original and independent work.

Students who choose Mathematics as a major subject are required to take at least the following courses:

Pre-requisite: Algebra, one unit; Plane Geometry, one unit. Recommended, in addition to these, Business Arithmetic, one unit; Advanced Algebra, one unit.

First Year Mathematics 101-2-3	9 quarter hours
Second Year Mathematics 201-2-3	9 quarter hours
Third Year Mathematics 301-2-3	9 quarter hours
Fourth Year Mathematics 401	3 quarter hours
Total	30 quarter hours

Requirements for a Minor in Mathematics:

First Year Mathematics 101-2-3	9 quarter hours
Second Year Mathematics 201-2-3	9 quarter hours
Third Year Mathematics 301	3 quarter hours
Total	21 quarter hours

First Year

Teaching Mathematics in the Junior High School: This work is distributed over five courses: Mathematics 101—described as Education 131B, Mathematics 102, Mathematics 201, and Mathematics 202. Students who wish the work of the junior high school should elect all these courses, otherwise they should select those chiefly needed.

Mathematics 101: *Teaching of Arithmetic*—Grammar Grades and Junior High School. Content and text same as Education 131B.

Five periods a week for the first term. Three credits.

Mathematics 102: *Teaching Intuitive Geometry*. This course forms the basis for an interest in later work and bridges the gap to demonstrative geometry. The illustrative material is drawn from nature and the arts and illustrates motivation, the technique of measurement, the introduction of graphic representation, and the approach to constructions and scale drawing.

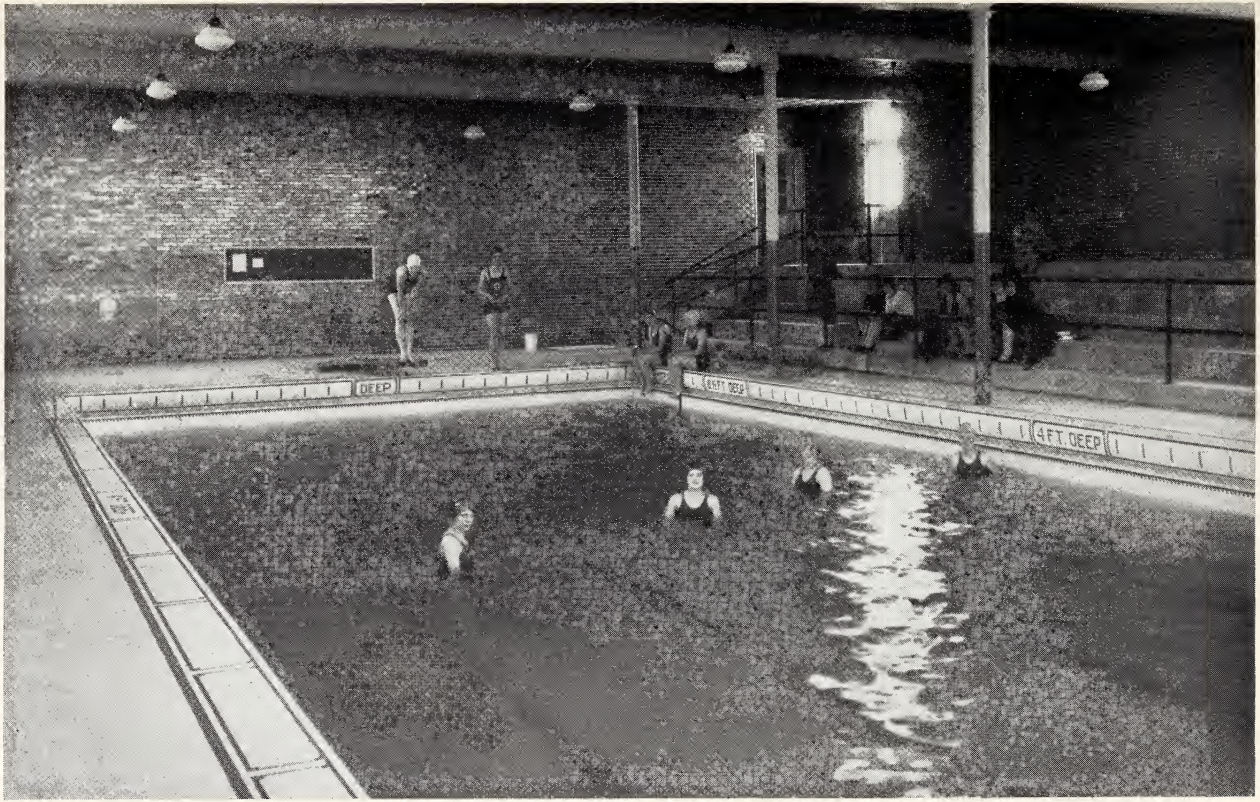
Texts: Betz, Geometry for Junior High Schools; Betz, Miller Work Book in Intuitive Geometry.

Five periods a week for the first term. Three credits.

Mathematics 103: *Teaching Algebra in Junior High Schools*. The formula, directed numbers, graphs and simple equations constitute the main topics of this course.

Text: To be selected.

Six periods a week for the second term. Three credits.



SECTION OF SWIMMING POOL

OPEN AIR THEATRE

The Coffer-Miller Players say: "One of the most beautiful spots in which we have played, the only open air theatre in which the acoustics are perfect."

Second Year

Mathematics 201: *Teaching Geometry in Junior High Schools.* This course embraces such topics as the introduction to demonstrative geometry, application of geometry to every-day life, nature and types of geometric reasoning, general methods of attack, methods of presentation, etc. Discussions are based on observations and work in the training school.

Text: To be selected.

Five periods a week for the first term. Three credits.

Mathematics 202: *Freshman Mathematics.* This course is a general view of the meaning of mathematics that follows the rudiments of algebra and geometry and is designed to serve the needs of students preparing to teach junior high school mathematics.

Text: Mullins and Smith, Freshman Mathematics.

Six periods a week for the second term. Three credits.

Mathematics 203: *College Algebra.* This course is both a brief review of High School Algebra from the teacher's standpoint and work in advance of that usually given in a high school course. Approved methods of presentation accompany the work.

Text: Siceloff & Smith, College Algebra.

Five periods a week for the first term. Three credits.

Mathematics 212-213: *Advanced Grade Arithmetic.* This is an advanced course in Grade Arithmetic with the major emphasis on social business practices, and undertakes to acquaint the student with simple laws, customs, business forms, budgets, and the keeping of personal accounts. The teaching of this subject in the grades is kept constantly in mind in giving the course. 213 is a repeat of 212.

Six periods a week for the second term. Three credits.

Third Year

Mathematics 301: *Trigonometry.* This course is accompanied by practical application to field work.

Text: To be selected.

Six periods a week for the second term. Three credits.

MUSIC

The department offers two courses:

1. A course which provides comprehensive training to meet the needs of the grade teacher.
2. A course leading to the Degree of B. S. in Education with major in public school music.

Pre-requisites for the course leading to the B. S. Degree are:

(a) An acceptable singing voice.
(b) Ability to sing a familiar hymn without accompaniment.
(c) Ability to play simple hymns and the major scale in any key.

Music may be elected as a minor in any of the courses leading to the B. S. Degree in Education and is especially recommended for students in Courses I, II, and IV.

Subjects required for a major in Music:

First Year:	Music 101-2-3	3 quarter hours
Second Year:	Music 211-22	5 quarter hours
	Music 251-2-3	6 quarter hours
Third Year:	Music 301-2-3	9 quarter hours
	Music 311-12-13	9 quarter hours
Fourth Year:	Music 421-2-3	8 quarter hours

Subjects required for a minor in Music with Courses I, II and IV:

First Year:	Music 101-2-3	3 quarter hours
	Music 131-2-3	6 quarter hours
Second Year:	Music 211-22	5 quarter hours
	Music 251-2-3	6 quarter hours
Third Year:	Music 301-2-3	9 quarter hours

Subjects required for a minor in Music with Course III:

First Year:	Music 131-2-3	6 quarter hours
	Choir Class or Choral Club	1.5 quarter hours
Second Year:	Music 231-2-3	6 quarter hours
	Choir Class or Choral Club	1.5 quarter hours
	Music 241-2-3	4.5 quarter hours
Third Year:	Music 301-2-3	9 quarter hours

No credit is allowed in Piano, Voice, or Music 301-2-3 for less than one full year's work (three quarters). Credit in Piano and Voice is also dependent upon the ability of the student to meet the qualitative standards set up by the department.

First Year

Music 101-102-103: *Teachers' Graded Course.* This course is intended for beginners. In order to complete the work the student must be able to sing at sight, individually, suitable music for the first five grades.

Music 101: *Public School.* This course comprises the work of the first three years in the grades.

Material: Dann, First Year Music; Second Year Music; Third Year Music; Complete Manual; Music Writing Book, Number 1.

Two periods a week for the first quarter. One credit.

Music 102: *Public School.* This course is a continuation of Music 101, and covers the work of the fourth and fifth grades.

Materials: Dann, Fourth Year Music; Fifth Year Music; Complete Manual; Music Writing Book, Number II.

Two periods a week for the second quarter. One credit.

Music 103: *Public School.* This course is a continuation of Music 102, and covers the work of the sixth grade.

Materials: Dann, Sixth Year Music; Complete Manual; Writing Book, Number III.

Two periods a week for the third quarter. One credit.

Second Year

Music 202-203: *Music Appreciation.* This course provides a general knowledge of history of Music. The teaching of music appreciation in the grades is studied. The aim of this course is to give the student a knowledge of the principal bases of musical enjoyment.

Two periods a week for the second quarter. Repeated for the third quarter. One credit.

Fee, 50 cents.

Music 211-212: *Public School.* This course is a continuation of Public School Music 101-102-103, and takes up partially the work of the seventh grade, in which is included a thorough study of the changing voice during adolescence.

Two periods a week for the first quarter. Repeated for the second quarter. Two credits.

Music 222-223: *Public School.* A continuation of Public School Music 211-212, in which the work of the seventh grade is completed.

Three periods a week for the second quarter. Repeated for the third quarter. Three credits.

PHYSICAL AND HEALTH EDUCATION

The purposes of this course are as follows: (1) To give the student such exercise as will enable her to secure and conserve her own health by intelligent attention to the laws of health and hygiene, and to aid her by habits of exercising thus acquired to keep her body in the best physical condition possible; (2) To

correct in so far as possible faults of posture and physical defects; (3) To acquaint the prospective teacher with enough theory of physical education and playground management to enable her to teach the subject; (4) To acquaint the prospective teacher with the physical, mental, and emotional characteristics of children of various play ages, and to emphasize the importance of choosing Physical Education activities which will meet the needs of the growing child from the first elementary grade through high school, and therefore bring to him material which is fundamentally interesting to him as a child.

During the regular session the College offers Physical Education both as a major and as a minor leading to the B. S. Degree. In addition to meeting certificate requirements, work in Physical Education taken during the summer quarter may be counted toward the degree for those who wish to major or minor in this field.

First Year

Health Education 101-103: *Health Education—Hygiene and Physical Inspection.* The emphasis upon the principles of hygiene and sanitation is of interest to the teacher in the school, the home, and the community. The human body and its functions; the personal life in diet, sleep, exercise, and fatigue; the growing child in the schoolroom; bacteria and disease, and diagnosis of diseases apt to occur in the schoolroom; physical inspection, communicable diseases and their control; preventive medicines and first aid are among the topics treated. The broader aspects of the teacher in the community, and community health and sanitation are also considered. Constant reference is made to texts on various subjects treated in the classroom. Pamphlets from the State Board of Health.

Three periods a week for the first quarter. Repeated third quarter. Three credits.

Physical Education 101: *Gymnasium for Primary Group.* Elementary games of schoolroom and playground type particularly suited to primary grades.

For Grammar Group. Organized games suitable for grammar-grade boys and girls, such as field ball, speed ball, and soccer. Special emphasis is placed on skills and games leading to organized games.

For High School Group. Hockey, soccer, speed ball and field ball, with emphasis on skills and fundamental games.

For All Groups. There is an opportunity for inter-class competition in all of the organized games studied.

Swimming one hour each week. Games, as above, 2 hours each week.

Three periods a week for the first quarter. One credit.

Physical Education 102: *Gymnasium for Primary Group.* Singing games and elementary folk dances suitable for primary grades, and practice teaching of primary games and dances.

For Grammar Group. Folk dances suitable for grammar grades, and games of low organization suitable for these groups, such as end ball, dodge ball, newcomb, volley ball, kick ball, etc.

For High School Group. Folk dances suitable for high school girls and games of low organization leading to basketball, such as end ball, corner ball, captain ball, nine-court ball, pin ball with soccer and basket ball technique.

For All Groups. Swimming one hour each week. Rhythm problems are studied in each group and an attempt is made to have individuals overcome rhythm difficulties.

Three periods a week for the second quarter. One credit.

Physical Education 103: *Gymnasium for Primary and Grammar Groups.* Track and Field activities based on the playground badge test. Base ball and elementary skills and games of base ball type useable for primary and grammar grades.

For High School Group. Track and Field activities and base ball, with emphasis on skills and progressions adapted for use with high school girls.

For All Groups. Swimming one hour each week. There is an opportunity for inter-class competition in base ball and Track and Field.

Three periods a week for the third quarter. One credit.

Physical Education 111-112: *Swimming for Beginners.* Fundamentals of several strokes are taught, together with method of handling body in water, of floating and breathing while in water.

Three periods a week for the first term. Four periods a week for the second term. One-half credit each term.

Physical Education 162-163. *Interpretative Dancing.* This course aims for a nicety of control of all muscle groups, and a nicety of response to various rhythms in music as a basis for the expression of ideas and moods in music.

The work begins with the most elementary movements and steps and progresses to the more difficult, according to the abilities of the class. An opportunity is given to plan dance programs suitable for May Day and other festivals. 163 is a repeat of 162.

Five periods a week for the first term. Six periods a week for the second term. Two credits.

Second Year

Health Education 202-203: *Health Education—Hygiene and Physical Inspection.* Same in content and time as Health Education 101. 203 is a repeat of 202.

Five periods a week for the first term. Six periods a week for the second term. Three credits.

Physical Education 201-202. *For Primary, Grammar, and High School Groups.* Volley ball, newcomb, speed ball, field ball and games of low organization leading to basket ball, such as end ball, corner ball, captain ball and nine-court basket ball. Students in the primary group have an opportunity to teach primary games. Folk dancing suitable for primary or grammar grades and high school. Swimming one hour each week.

Three periods a week for the first quarter. Repeated for the second quarter. One credit.

Physical Education 212-213: Basket ball and tennis with opportunity for competition in each. Also, hockey, soccer and base ball if there is demand. Clog or interpretative dancing if class desires. Swimming one hour each week.

Three periods a week for the second quarter. Repeated for the third quarter. One credit.

Third Year

Physical Education 311-312: *Advanced Swimming.* Special emphasis on perfection of strokes. Speed swimming and fundamentals of diving are also taught.

Three periods a week for the first term. Four periods a week for the second term. One-half credit each term.

Physical Education 331: *Recreational Leadership.* This course, or its companion course, *Principles of Physical Education,* is pre-requisite for the credit course in Student Teaching in Physical Education. It is required of all majors and minors in Physical Education and is open only to Juniors and Seniors.

The course consists of theory and practice of playground work, camping activities, and adolescent and adult social recreation. The aims, objectives, principles and methods are studied, and practice in teaching and supervising is scheduled. The school and surrounding country afford an ideal situation for such a course.

Five periods a week for the first term. Three credits.

Fourth Year

Physical Education 411: *Theory and Coaching of Athletics.* This course is designed to meet the needs of teachers who expect to coach such types of activities as basket ball, base ball, hockey, tennis, etc. The course is presented from the coaching standpoint; rules are discussed; signal plays, etc., taken up; and in general such things as will be strictly practical to a prospective coach.

Five periods a week for the first term. Three credits.

Physical Education 433: *Camp Craft.* Required of all majors in Physical Education. The history, aims, ideals, requirements and standards of Campfire and Scouting and similar organizations are studied. Theory and practical work in conducting hikes, camp cooking, camp craft, etc., are given. The course is particularly suited to girls who wish to be councilors in summer camps.

Six periods a week for the second term. Three credits.

Physical Education 442: *Clog Dancing.* This class offers an interesting study of rhythm through clog dance technique. A careful study of technique is begun in simple clog dances, progressing to as difficult dances as the class is able to perform. Opportunity will be given for original work in clogging. This work should be of particular interest to grammar and high school teachers, since it combines in an interesting way with folk and interpretative dancing for school programs and festivals.

Six periods a week for the second term. Two credits.

SCIENCE

This department offers courses in Nature Study, General Science, Biology, Chemistry and Physics.

These subjects dealing with natural phenomena, with nature and nature's laws, and man's relation to life, if approached in a way to realize their possibilities, furnish a field for observation along special lines, such as exercise in knowledge, acquisition through the study of concrete objects and experimentation, training in judgment, and information of especial value.

Four of the five following courses are recommended for a major or minor in Science—three are required:

1. General Science 111-112-113.
2. Biology 121-122-123.
3. General Chemistry 211-212-213.
4. Advanced Chemistry 301-302-303.
5. Physics 401-402-403.

No credit is allowed for less than one full year in any of the above courses.

Nature Study (Science 101-102-103) will be accepted as a Science in the Elementary Grades.

A contingent deposit of $2.00 is required for chemistry, physics, and general science courses.

First Year

Science 101: *Nature Study.* First Quarter. This course includes a study of plants and animals, including wild flowers, trees,

shrubs, insects, and birds. Emphasis is placed upon identification, adaptation to environment, and relationship to man.

Laboratory fee, 75 cents.

One single and one double period a week for the first quarter. Two credits.

Science 102: *Nature Study.* Second Quarter. This course deals with methods of teaching Nature Study in the primary and grammar grades. Using the Course of Study for the Virginia Elementary Schools as a basis, projects are worked out dealing with the psychological selection and presentation of material and correlation of Nature Study with the other subjects of the grades.

One single and one double period a week for the second quarter. Two credits.

Science 103: *Nature Study.* Third Quarter. This quarter offers an intimate study of birds, Spring flowers, trees, and insects. School gardening is an important phase of the work.

Laboratory fee, 25 cents.

One single and one double period a week for the third quarter. Two credits.

Science 111-112-113: *General Science.*_ The courses outlined below are intended for students preparing to teach General Science. In addition to the study of standard texts the work embraces projects, reports, lecture demonstrations, laboratory work, and practical experience in conducting and equipping a school laboratory.

Science 111: *General Science.* This course includes an introduction to such topics as air, earth studies, fuels, heating systems for buildings, etc.

Ten periods a week for the first term. Four credits.

Laboratory fee, $1.50.

Science 112: *General Science.* This course includes the study of such topics as light, electricity, building materials, etc.

Twelve periods a week for the second term. Four credits.

Laboratory fee, $1.50.

Science 113: *General Science.* This course includes a study of soils, rocks, transportation, etc.

Ten periods a week for the first term or twelve periods a week for the second term. Four credits.

Laboratory fee, $1.50.

Science 121: *General Botany.* First Quarter. The aim of this course is to acquaint the student with structure and functions of the plant and the relationship of both structure and function to the environment. Methods are developed with the subject matter through study, reports, discussions, and laboratory work.

Laboratory fee, $1.50.

Ten periods a week for the first term. Four credits.

Science 122: *General Zoology*. Second Quarter. This course deals with the structure of type animals of both the invertebrate and vertebrate groups. Special consideration is given to the interdependence of lower animals and man.

Laboratory fee, $2.00.

Twelve periods a week for the second term. Four credits.

Science 123: *Human Biology*. The aim of this course is to help the student to improve human life by using his present knowledge of living things and of life processes, and to increase this knowledge as it relates to the advancement of human welfare.

Text: Hough and Sedgewick, The Human Mechanism.

Laboratory fee, $2.00.

Ten periods a week for the first term or twelve periods a week for the second term. Four credits.

Second Year

Science 211: *Inorganic Chemistry*. The aim of this course is to acquaint the student with the fundamental laws of the Science and the most important of the non-metallic elements.

Laboratory fee, $2.00.

Ten periods a week for the first term. Four credits.

Science 212: *Inorganic Chemistry*. This is a continuation of Science 211 and covers a thorough study of the metallic elements.

Pre-requisite: Chemistry 211 or its equivalent.

Laboratory fee, $2.00.

Twelve periods a week for the second term. Four credits.

Science 213: *Inorganic Chemistry*. This is a continuation of Chemistry 212 and consists of further study of the metallic elements and an introduction to the simpler organic compounds.

Pre-requisite: Chemistry 212 or its equivalent.

Laboratory fee, $2.00.

Ten periods a week for the first term or twelve periods a week for the second term. Four credits.

Third Year

Science 301: *Advanced Chemistry*. This course is planned to give the student an introduction to the more important classes of organic compounds. Instruction is carried on by means of laboratory work, class discussions, and special papers prepared by the students.

Pre-requisite: Chemistry 211-212-213 or the equivalent.

Laboratory fee, $2.00.

Ten periods a week for the first term. Four credits.

Science 302-303: *Advanced Chemistry*. These courses take up the chemistry of fats, carbohydrates, proteins, food digestion and food preservation, fuels, and textiles.

Pre-requisite: Chemistry 301 or its equivalent.

Laboratory fee, $2.00.

Twelve periods a week for the second term. Four credits.

Fourth Year

Science 401: *General Physics*. This course aims to give a thorough elementary knowledge of mechanics and heat. Instruction is by means of lectures, demonstrations, and individual student laboratory work.

Laboratory fee, $2.00.

Ten periods a week for the first term. Four credits.

Science 402: *General Physics*. This course is a continuation of Science 401. Electricity is covered.

Laboratory fee, $2.00.

Twelve periods a week for the second term. Four credits.

SOCIAL SCIENCE

The following courses are required for majoring and minoring in the History and Social Science Department:

For a major:	First year —Contemporary civilization 111, American History and Citizenship 112-113.	13 quarter hours
	Second year—World History 201-202-203	9 quarter hours
	Third year —Modern History 311-312-313	9 quarter hours
	Fourth year—Two additional courses in History or Social Science	6 quarter hours
For a minor:	First year —Contemporary Civilization 111, American History and Citizenship 112-113.	13 quarter hours
	Second year—World History 201-202-203	9 quarter hours
	Third year —Modern History 311-312-313	9 quarter hours

Note: Geography, History, and Citizenship courses are listed under Education for the Elementary Grades.

First Year

Social Science 111-112-113: *History and Citizenship.* The purpose of this course is to give the student a basis for social science courses that follow and insure a broad social outlook. It deals with the characteristics of contemporary civilization which dominate the economic, cultural, and political life of today. Special emphasis is placed upon English and American History. Salient problems with which every good citizen ought to be conversant receive discussion in the last quarter.

Social Science 111A-111B: *Contemporary Civilization.* This is an introductory course in the study of history and the social sciences, designed as an orientation course to help students get a comprehensive perspective of the bearings of astronomy, geology, geography and biology upon culture and progress. The high points of contemporary civilization are brought out. Sketchiness is avoided. The cultural factor of civilization is treated from the point of view of the origin and distribution of contemporary races, development of occupations, the commercial and economical revolution, nationalism, capitalism, imperialism, internationalism, growth of modern cities, democratic movements and education, and ethical and moral values.

Five periods a week for the first term. Six periods a week for the second term. Three credits each term.

Social Science 112A-112B: *Epochs of American History.* While attention is given to chronological history, problems of American democracy and the evolution of American institutions and political doctrines are given chief attention. The work is a systematic college course to provide a background for teaching in elementary and high schools.

Five periods a week for the first term. Six periods a week for the second term. Three credits each term.

Social Science 113: *Citizenship.* The ordinary problems of government developed in Social Science 112 here receive a wider treatment in the forms and powers of government. The United States Constitution receives attention. Current political, social and economic problems are intensively studied by debates, problems, reports and discussions from periodicals. The development of good citizenship is stressed. Students subscribe for one periodical for the duration of the course.

Library reference work.

Six periods a week for the second term. Three credits.

Second Year

Social Science 231: *United States History.* For the Elementary Grades. This course in United States History is especially adapted to those who expect to teach in the elementary grades.

Five periods a week for the first term. Three credits.

Social Science 242-243: *Social Geography.* In this course the student makes an intensive study of social and economic conditions of the various nations, and of the influence of geographic factors in bringing about these conditions. Emphasis is placed upon the interdependence of these nations upon one another. The purpose is to show the close relationship existing among all nations of the world as a result of obliteration of physical barriers by modern means of transportation and communication. 243 is a repeat of 242.

Five periods a week for the first term. Six periods a week for the second term. Three credits.

Third Year

Social Science 301: *Social and Industrial History of the United States.* A study of the economic factors and motives influencing the discovery, colonization, and development of America; commercial enterprises and various other economic groups and interests determining colonial development and the economic areas of the United States; economic considerations motivating the westward movement; development of invention and change from the domestic to the factory system of production, with the resultant changes in our economic organization in agriculture, commerce, industry, and finance; the influence of these factors upon political parties and national policies; position of America in world economic affairs today, commercial imperialism, etc.

Six periods a week for the second term. Three credits.

Social Science 311: *Modern History. The Nineteenth and Twentieth Centuries.* Beginning with the Industrial Revolution, this course develops the intricate problems of modern civilization. Historical research is a required part of the course. It covers the period of nationalism and democracy to 1870.

Pre-requisite: Social Science 201-202-203, or its equivalent.

Six periods a week for the second term.

Social Science 313: *Modern Trend.* Problems growing out of the World War, 1914 to date. Study of source of materials from current books and periodicals.

Five periods a week for the first term. Three credits.

Fourth Year

Social Science 402: *Principles of Economics.* The second quarter considers the human factor in production: labor, wages, contract, and the place of the producer in the economic scheme. From the standpoint of enterprise, the study considers costs, profits, monopolies, manipulation, and prices. Some attention is given to international relations as bearing on the internal economic structure.

Five periods a week for the first term. Three credits.

Social Science 403: *Principles of Economics.* The third quarter treats the social aspects of economic relations; the theory of property and inheritance, income and consumption, ownership, government and taxation, banking, transportation, and the economic future of society.

Six periods a week for the second term. Three credits.

Social Science 411-412: *Sociology.* The principles of pure Sociology are studied as a background for applied Sociology.

Social Science 411: *Pure Sociology.* The organization of group life is studied in relation to the primary, intermediate, and secondary groups. Specific institutions, representing each type, are given intensive study.

Five periods a week for the first term. Three credits.

Social Science 412: *Applied Sociology.* The principles studied in pure Sociology are applied to current social problems, which are assigned as special topics for report and discussion. Special first-hand investigations include group studies of local industries, local social problems, and methods of scoring social activities. These first-hand investigations are in a large measure determined by the interests of the group, and the social opportunities offered by the community. An attempt is made to apply sociological principles to everyday life.

Six periods a week for the second term. Three credits.

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APPLICATION FOR ADMISSION

SUMMER SCHOOL

STATE TEACHERS COLLEGE

FREDERICKSBURG, VIRGINIA

DATE.....19.....

NO ADVANCE FEES ARE REQUIRED

1. NAME..... 2. Age.....
3. Post Office..... 4. County.....
5. City.....Street No.....
6. Name of Parent or Guardian.....
7. Is your health good?.....
8. Do you wish a dormitory room reserved?.....
9. Name of preferred roommate.....
10. Are you registering for first term?.....Second term?.....
11. Do you wish a State Scholarship, exempting you from the tuition charge of $10.00 for the quarter?.....
12. If so, in consideration of such exemption, do you agree to teach for two years in Virginia?.....
13. Statement by Superintendent of Schools of your division:

I hereby recommend.....as a State Scholarship student at the Fredericksburg State Teachers College.

(Signed).....
Superintendent Schools.

NOTE: 1. If not convenient to you to secure your Superintendent's signature, send in this application without his signature and the College will secure his signature for you.

2. Eleven and twelve above are not applicable to non-residents of Virginia.

M. L. COMBS, President,
Fredericksburg, Virginia.

MAY-DAY EXERCISES